DOCUMENT RESUME

ED 308 357 CE 052 770

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TITLE Developing a Parents' Activities Manual for Homemakers/Single Parents. Final Report.
INSTITUTION Louisville Univ., Ky. School of Education.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE Jun 87
NOTE 96p.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Activities; Child Rearing; *Homemakers; Interaction; *One Parent Family; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parent Materials; Young Children

ABSTRACT

This report describes a project that surveyed approximately 400 single parents about their needs as parents and developed a handbook of activities based on responses received from 100 of those survyed (a 25% return rate). The manual that was developed was designed for single parents to use with their children in their homes. Following a project report that includes the survey, the manual is presented. Designed for use by parents of children ages 3-8, the activities are specifically written to enhance the quality of interaction between parent and child. They are divided into 14 categories: following directions, nutrition, listening, talking, reading, taking turns, discipline, music, games, becoming independent, household chores, art, using television, and mathematics. Each activity is presented in this format: title, age level, purpose, materials, directions, and notes to the parent. The second section of the manual contains the activity game boards, cards, and sheets needed for some of the activities. Bibliographies of books for children and parents are appended. (YLB)

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Final Report

DEVELOPING A PARENTS' ACTIVITIES MANUAL FOR HOMEMAKERS/SINGLE PARENTS

by

Dr. Patricia Walker
Project Director

June, 1987

School of Education
University of Louisville
Louisville, Kentucky 40292

Project Number: 1233540 DDEF V2X F2800 4836 0541 87 24

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DEVELOPING A PARENTS' ACTIVITIES MANUAL
FOR HOMEMAKERS/SINGLE PARENTS

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Acknowledgments

The director of this project wishes to thank the co-writers, Linda Cline and Rita Leachman, of the HANDBOOK OF ACTIVITIES FOR PARENTS AND CHILDREN for their efforts in creating the many activities they contributed to the completed handbook. Their conscientious attitude, perseverance, and interest made the successful completion of the handbook possible.

The project is indebted to the following directors of child care centers where the Single-Parent Needs Survey was distributed and to the parents of children in those centers who graciously responded to the survey:

Ms. Joan Brown, Presbyterian Child Care Center

Sister Cecilianna Skees, St. Joseph's Child Development Center

Ms. Fran Cohn, St. Benedict Center for Early Childhood Education

Ms. Joyce Rutherford, Plainview Preschool

Ms. Queen Mayes, Early Childhood Learning Center and After School Day Care

In addition, the project director appreciates the help of the program directors of centers where the handbook was field tested, Janet Masterson and Donna Coffey at Old Louisville Children's Center and Plainview Preschool respectively. Both of these directors elicited support of parents within these centers in using the handbook with their children.

Finally, the project director recognizes the many parents who enthusiastically completed and returned the Single-Parent Needs Survey and the parents and children who participated in field tests of the handbook who were vital to the outcomes of the project. These individuals all volunteered to use the activities and materials within the handbook in their homes so that these could be evaluated.

AGREEMENT OF NONDISCRIMINATION

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

Abstract

Developing a Parents' Activities Manual for
Homemakers/Single Parents

July, 1986 - June, 1987

Objectives of the project included the development and implementation of a single-parent needs survey to determine what parents reported to be areas in which they needed help in increasing their effectiveness as parents. Early childhood educators were interviewed to determine factors that should be included in the survey. After 100 survey forms were returned of 400 distributed, the next objective followed. The survey data provided information that enabled the preparation of the HANDBOOK OF ACTIVITIES FOR PARENTS AND CHILDREN. This manual of activities was designed for single parents to use with their children in their homes. The activities were specifically written to enhance the quality of interaction between parent and child. The final objective was to field test the handbook with single parents and their children. Two child care centers were identified and their directors agreed to participate in the project by asking single parents of children in these centers to field test the activities in their homes. Both centers enrolled children 3 - 8 years of age; many of these children lived in single parent homes. Parents used the handbook with their children, and those children whose parents gave permission were tested with the TEST OF BASIC EXPERIENCES. This test was used to determine whether the use of the handbook made any difference in the scores of the children.

Introduction

Single parents have many needs among which is the desire for their children to have learning experiences that will enable their children to succeed at home and school. In addition, many parents would like to help their children gain self-confidence in learning but are not aware of appropriate experiences to use in reaching this goal. Finally, single parents themselves frequently feel uncertain of their skills in interacting with their children at home. Thus, this project consisted of asking single parents about their needs as parents and developing a handbook of activities based on their reports.

Activities and Accomplishments

A. Problems:

The project consisted of the development of a survey that would ask single parents to report on their child rearing concerns. Areas of focus in the survey were identified by early childhood educators who were familiar with the concerns of single parents. Areas included in the final survey were those that would enable the parent to interact in a one-to-one fashion with the child. Educators especially felt that it was important to consider topics within the sensorimotor and preoperational stages of cognitive development so as to maximize the learning possibilities within the manual.

A number of child care centers were contacted and their directors agreed to distribute the needs survey to single parents. Approximately 400 survey forms were delivered to these centers and approximateoy 100 were filled out and returned by single parents to whom the surveys were given. Thus, a 25% return of completed surveys was achieved.

After the data from the Single-Parent Needs Survey was compiled, the fourteen areas receiving the most interest from the parents were established. Two assistants, elementary teachers, were eventually interviewed and hired to help in the writing of the handbook. Activities within each of the fourteen areas were written to be used by parents of children ages 3 - 8. The activities in each area were divided into those for children aged 3 - 5 and those for children ages 6 - 8. Parents who responded to the survey indicated most interest in activities for these two age groups.

Initially the plan was to train adult educators to use the handbook and then in turn train parents in its use. Since time was becoming limited, the decision was made to ask interested parents to meet to receive training. However, parents contacted were reluctant to give up so much time to receive training. Consequently, directors of two child care centers who agreed to participate were asked to give the handbook to single parents to use with their children. These centers, Old Louisville Children's Center and Plainview Preschool, became the field test sites. Single parents in those centers who used the handbook were asked to give written permission to test their children with the TOBE. The Test of Basic Experiences was designed to discover common information that the child might know. Many parents were inclined not to allow testing of

their children; thus, not all children of parents who used the handbook were tested.

B. Methods:

Early childhood educators were asked to submit topics or areas that they felt would be major child rearing concerns of single parents. From these topics selection of areas to be included in a Single-Parents Needs Survey was made based on the following criteria:

1. At-home activities for parents to use with children could be written in each designated area.

2. The activities would include simple print materials with simple directions for their use.

3. The activities would be simply described so that reasonably literate parents would understand the directions.

4. The activities in each area would be those that could conceivably enhance positive feelings and interactions of parents and children participating in these experiences.

5. The activities in each area were considered to be learning experiences and thus would increase the self-confidence and esteem of parents and children involved.

More than 400 copies of the survey were distributed across five different child care centers in metropolitan Jefferson County. The parent-child population in these centers was representative of a cross section of the community at large and included parents and children of all socioeconomic and ethnic groups. Furthermore, the centers each had a number of single parents that might respond to such a survey. Over 100 survey forms were returned. A 25% response rate is considered to be a high rate of return in a needs survey of this type.

After the returns were compiled and the results analyzed, 14 areas emerged as those to which parents most frequently responded. The director of the project had interviewed prospective assistants who would help formulate and write the activities to be included in the handbook. After many candidates declined, two individuals agreed to help write and work with the director. By January, 1987 both of these persons withdrew leaving the director to begin the interview process anew. Finally, two beginning teachers whom the project director knew to be conscientious and knowledgable agreed to write together and with the director develop the written handbook.

The project director contacted parents in the child care centers who expressed interest in using the handbook to establish a time for training of parents in its use. However, there was a reluctance on the part of parents to participate because of time and babysitting problems. Had money been available in the project budget for a babysitter for children whose parents were being trained, perhaps parents would have been more cooperative. It was decided to ask two center directors to approach

single parents in their centers to inquire about interest in using the handbook. A copy of the TOBE test was left with each director along with letters of permission to be signed by parents to test children who were using the activities at home. The TOBE is a very simple picture inventory that provides an overview of information that a child knows at a given age. It is not an intelligence test.

After the directors succeeded in getting single parents in their centers to use the handbook at home, children whose parents had provided written permission were tested on the TOBE. After six weeks in which parents continued to use the handbook, the children were tested again. There was no statistically significant difference in the scores of the children following use of the handbook.

C. Results:

The products of this project are the Single-Parents Needs Survey and the HANDBOOK OF ACTIVITIES FOR PARENTS AND CHILDREN.

D. Conclusions:

Single parents are willing to respond to a needs survey and some are interested in using activities based on information from that survey found in a handbook specifically designed to help parents increase positive feelings and interactions with their children. However, single parents do not readily give up precious time to participate in special training in the use of the activities in the handbook. Conditions that might make such training more palatable to single parents include:

1) a time period for such training that is amenable to the parents' work schedules;

2) a free sitting service for children to enable parents to participate unencumbered by concerns for care of their children during the training period;

3) free transportation to the training site..

The above requirements are difficult to meet; thus, two suggestions may be more readily implemented.

1) A parent educator or home visitor program could be established. The parent educator would meet with parents in their homes and provide the necessary training. The parent educator could model appropriate adult "teaching" behavior using the child in the home in the training situation. After acting as an observer, the parent could then become the adult who interacts with the child.

OR

2) A child care director interested in having single parents in the center use the handbook could plan a parent meeting specifically for such training in using the activities.

Securing permission of parents to test their children is a problem. Parents in this project used the handbook, but many would not give permission to test their children citing fears that the child would not perform adequately or that test data would be unfairly used. Assurances that such events would not materialize did not persuade parents. Many adults have had unfortunate experiences themselves with tests as school children and are suspicious of adults who wish to test their children. These fears are understandable. However, because of a lack of test data it is impossible to know how successful or unsuccessful the handbook could be in enhancing the parent-child relationship and in increasing the child's fund of basic skills and information.

E. Recommendations

Directors of child care centers are very responsive to materials that will aide them in reaching parents of children in their programs. Thus it seems most feasible to work with these directors who can best communicate with single parents with whom they have built a relationship of trust. Further field testing of the handbook is desirable. Additional editing of the handbook is surely desirable removing areas and activities that are not effective and adding areas and activities that were not originally included.

It is therefore recommended that interested directors use the handbook and then work as a team in revising and refining the material making it more useful for single parents and their children.

APPENDIX A

SINGLE-PARENT NEEDS SURVEY

We are conducting a survey of the needs of single-parents and their child rearing concerns. A parent activities manual is being developed at the University of Louisville. We are interested in learning from single parents what types of activities should be included in this manual. That is, what types of activities would enable you to help your child to become more successful at home and at school. Please fill out this form and return it as soon as possible.

My age falls within this range:

_____14 - 19 _____31 - 35

_____20 - 25 _____36 - 40

_____25 - 30 _____41 - 45

Number of children at home:

_____1 _____3 _____5 or more

_____2 _____4

Age of children at home:

_____birth - 12 months _____3 - 5 years of age

_____12 - 18 months _____6 - 8 years of age

_____18 - 2 years _____10 - 12 years of age

Activities Areas (Note: Only check those areas that would be of most value in helping your child or children.)

_____free play _____discipline _____games

_____outdoors activitiy _____reading _____drama

_____nutrition _____talking _____toys

_____use of television _____listening

_____doing household chores _____mathematics

_____small muscle activity _____music

_____large muscle activity _____art

Single-Parent Needs Survey

_____becoming independent

_____sharing materials

_____taking turns

_____grocery store behaviors

_____manners

_____following directions

_____getting enough rest

_____completing homework

APPENDIX B

Dear Parent:

As part of the project, HANDBOOK OF ACTIVITIES FOR PARENT AND CHILD, we would like to give your child an individual inventory called The Test of Basic Experiences. The TOBE consists of a series of black and white pictures of common objects that the child identifies. The TOBE is given to young children, preschool - eight years of age to determine information that the child might know. We are only interested in the general knowledge of young children; your child's name will not be used in any way.

If you permit us to use the TOE with your child, would you sign your name below? Should you have questions, you can call Patricia Walker, 588-6431, School of Education, University of Louisville.

Sincerely,

Patricia Walker
University of Louisville

Dr. Walker has my permission to use the TOBE with my child.

_____

Signature of parent or guardian

_____

Date

HANDBOOK OF ACTIVITIES FOR PARENTS AND CHILDREN

by

Linda Cline
Rita Leachman
Patricia Walker

School of Education
University of Louisville

Acknowledgements

Linda Cline and Rita Leachman, elementary teachers, have contributed to this handbook through their time and imaginative efforts in creating and writing many of these ideas. Without their enthusiasm this handbook would not have been possible.

Parents, children, and directors, Donna Coffey at Plainview Preschool and Janet Masterson at Old Louisville Child Care Center, contributed by willingly field testing these activities before the handbook was completed. Their cooperation is appreciated.

Introduction

Activities in this handbook are designed for use by parents of children ages 3-8. A parent should select an activity for a particular child because its content is appropriate to the child's interest, ability and age level. When participating in an activity, the child and parent should ENJOY the experience and being with one another. If the child should physically or verbally indicate disinterest, then the activity should be discontinued. The major outcome in using the experiences contained in this handbook is that parents and children have spent time together building a pleasurable relationship. Any errors that a child might make as he/she participates in an activity should be treated casually and calmly by the parent. Every human makes mistakes, and the attitude of the parent toward the child's mistakes must be, "That's OK; let's try again!"

Suggestions or ideas from those who have used these activities for improving or adding to the contents would be appreciated. Send these ideas to:

Dr. Patricia Walker
School of Education
University of Louisville
Louisville, Kentucky 40292

HANDBOOK OF ACTIVITIES FOR PARENTS AND CHILDREN

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A. Activities for Participation by Parent and Child

FOLLOWING DIRECTIONS

Win the Dog His Ears — Ages: 3-5 years

Purpose: Parent and child play enjoyable directional game involving recognition of body parts, while developing the ability to follow simple two-step directions.

Materials: Game board and cards (provided), 3 tokens

Directions: Parent will cut out game cards and tokens.

1. Place tokens on dog body, (START)
2. Shuffle game cards and place on game board, (CARDS)
3. Parent and child/children will take turns drawing cards and following the printed 2-step directions in the correct sequence.
4. The players will move along the game board as they successfully follow the directions on the cards.
5. The game ends when a player "wins" the ears for the dog.

***

Find a Home for Dino — Ages: 6-8 years

Purpose: Parent and child play enjoyable directional game involving recognition of body parts, while developing the ability to follow four-step directions.

Materials: Game board and cards (provided), 3 tokens

Directions: Parent will cut out game cards, shuffle cards and place on designated space, cards.

1. Use any type of small object as a marker [fruit loop, coin, small picture].

2. Place markers or tokens on Dino's body, Start.

3. Parent and child/children will take turns drawing cards and following the printed 4-step directions in the correct sequence.

   (Parents will read directions on cards to child.)

4. The players move tokens along the game board path following the directions on the cards until one player, "wins" and arrives at Dino's cave.

***

Listen and Draw Ages: 6-8 yrs.

Purpose: Practice following directions using simple materials. (i.e., paper and pencil), while reinforcing recognition of basic shapes.

Directions: Take a piece of plain paper and pencil. Parent will look at example provided and describe the shapes to the child. The child will then draw the shapes to complete a surprise picture.

Example: Parent says:

1. Draw a square in the center of the sheet.
2. Draw a triangle on top of the square.
3. On the right side of the triangle, draw a small rectangle like a chimney.
4. Inside the square, draw a rectangle on the left side.
5. Inside the square, draw two small squares side by side.
6. Divide the two small squares into four sections.
7. Ask: What do you see?

***

Fun in the Kitchen Ages: 3-5 yrs.

Purpose: Parent and child work together to help child develop skill in following directions, while also learning to discriminate size and shape.

Materials: Soup spoon, tablespoon, teaspoon
3 different size cups
3 different size buttons
3 different size pans

Directions: Parent will give simple directions such as place the smallest cup inside the largest cup. Put the smallest spoon inside the biggest cup. Place the smallest button inside the biggest spoon.

Note: Materials can be changed frequently depending on what is available in your kitchen, i.e., salt and pepper shakers, bowls, measuring cups, etc.

***

NUTRITION

ABC Nutrition — Ages: 6-8 yrs.

Purpose: Parent and child talk about nutritious foods while engaging in a fun A B C nutrition memory game.

Directions: Parent begins game by saying: "My tummy is in the mood for lots and lots of nutritious food, my tummy wants . . . an Apple." Child replies: "My tummy wants an Apple, and a Banana." Game continues using food names beginning with letters in alphabetical order.

My Nutrition Book — Ages: 3-5 yrs.

Purpose: Parent will guide child in choosing nutritious foods from each of the four basic food groups. Parent and child can enjoy a discussion on sound nutrition.

Materials: Magazines, scissors, paste, four sheets of paper with headings: milk group, meat group, fruit and vegetable group, grain group.

Directions: Parent will label the four pages with group heading on each page. Parent and child will look through magazines. Parent will guide child in choosing the correct food for each page. Child cuts and pastes the appropriate pictures on the pages.

***

Cooking Nutritious Meals — Ages: 3-5 yrs.

Purpose: Child will use magazine pictures "to cook" a balanced, nutritious "pretend" meal.

Materials: Table Setting Sheet (provided), magazines, scissors.

Directions: Parent and child will discuss what foods comprise a balanced meal. Child and parent look through magazines discussing foods. Child will cut out several pictures from the four basic food groups. Child will use these pictures to prepare "pretend" meals for the parent, by placing them on the place setting provided.

Note: This activity may be done while the parent is preparing an actual meal.

***

Ditch the Candy Bar Ages: 6-8 yrs.

Purpose: Parent and child play card game to reinforce recognition of nutritious foods.

Materials: 23 picture cards (provided)

Directions: Cut cards out. Shuffle cards and deal all cards out to players. First player selects a card from second player's hand. If he/she makes a match, he/she continues play. If he/she cannot make a match, the next player proceeds in a clockwise direction. The game ends when all the cards have matched. The person who is "stuck " with the candy bar loses the game.

***

LISTENING

"Eye" Spy — Ages: 3-5 yrs.

Purpose: Parent and child will reinforce listening skills by participating in a fun activity.

Materials: Magazines, scissors

Directions: Parent and child will look through magazine cutting out different objects of interest. Example: pictures of animals, cars, buildings, food, etc. Spread out pictures on tabletop. Parent will give directions such as: "I spy a dog. Put the dog on the hamburger."

Note: Parent may want to emphasize the directional terms: over, under, on, beside, below, above, in front of.

***

Play it Again, Kid! — Ages: 3-5 yrs.

Purpose: Child will listen and repeat sound patterns.

Materials: 2 empty coffee cans and 2 wooden spoons

Directions: Parent will use spoon to tap a simple rhythmic pattern on bottom of coffee can. Child will respond by echoing the same pattern on his/her coffee can. As play proceeds and the child successfully responds, the patterns can get more difficult.

Variation: Parent can tap on different objects while child is facing away from parent. The child will listen carefully and identify which object was tapped. Example: use empty soft drink can, coffee can, glass, aluminum mixing bowl, etc.

***

Which One Doesn't Belong? — Ages: 3-5 yrs.

Purpose: Child will listen to a list of objects and will choose the object that doesn't belong.

Directions: Parent will say a group of words. Each group of words should contain five objects, one of which does not belong. The child will listen carefully, and he/she will respond by stating the name of the object that doesn't belong. As the child experiences success in naming the object that is different, the activity can be made more challenging by repeating the names of the four objects that do belong together.

Examples: Car, train, banana, bus, truck,
candy, soup, stew, meatloaf,
steak, nose, ears, mouth, eyes, foot

Note: This game requires no materials and could easily be played while driving, cooking, etc.

Name the Mystery Object Ages: 6-8 yrs.

Purpose: Child and parent will talk while child develops better listening skills.

Directions: Parent selects an object somewhere in his/her viewing area. He/she describes the object one detail at a time, while child listens. Child may ask questions about size, color, function, etc. After each clue, child guesses what he/she thinks object is. Parent continues giving clues until child successfully guesses object.

Example: Parent might choose to describe the kitchen clock. Sample clues might include: 1) It is round. 2) It has hands. 3) It has numbers. 4) If you listen carefully, you can hear its sound.

***

TALKING

A Friendly Chat

Ages: 3-5 yrs.

Purpose: Parent and child will use simple hand puppet to practice communication skills.

Materials: Sock, marker (optional materials: buttons, felt, yarn, etc.)

Directions: Using an old sock, parent and child will create a "friend." This simple puppet can be made by placing your hand in the foot of the sock. If no other materials are available, a permanent marker can be used to draw a face on the sock. If available, yarn/felt could be sewed on the sock for hair, buttons for eyes, etc.

This homemade "friend" can be used to stimulate discussions between you and your child. If your child experiences a problem, such as fear of the dark, the puppet friend could have this same problem. In this way, parent and child can work together to help the "puppet" overcome childhood problems/fears.

***

Let's Talk

Ages: 3-5 yrs.

Purpose: Parent and child talk and share feelings.

Materials: "Let's Talk Cards" (provided)

Directions: Cut apart "Let's Talk" cards. Parent begins by drawing one of the cards. Parent reads the card, and he/she finishes the sentence by sharing his/her feelings. Example: "I feel happy when . . . you hug me."

Variations: Parent and child may want to look through magazines to find pictures to extend this "sharing" activity.

***

Talk About the Story Ages: 3-5 yrs.

Purpose: Parent and child may discuss a story that parent has finished reading, encouraging the child to think about personal reactions to the book.

Materials: Children's book (see bibliography)

Directions: After the parent has read a book to the child, talk about the story. The parent may ask:

1. Could this story really happen or was it a pretend story?
2. Would you (child) want to do what the character did?
3. Why did the character (or characters) do what he/she did? Do you (child) think what the character did was a good idea, a bad idea, why?
4. What picture in the book did you like best? was funny? was scary? was ugly?
5. How do you (child) think the character felt when a particular event occurred?

Extension: Compare the content of the book to the child's experience. Example: "Remember when we . . ." or "Would you want to have an adventure like Max in WHERE THE WILD THINGS ARE?"

Variations: Ask the child to retell the story using the illustrations as clues.

In reading aloud to an older child who is an independent reader, the parent and child can take turns reading every other page to one another.

***

Telephone Game Ages: 3-5 yrs.

Purpose: Parent and child use play telephones and pretend to have telephone conversations.

Materials: Play telephone, tin cans, or hands

Directions: Parent and child pretend to call one another on the telephone. Parent might imagine being the grandparent or a teacher calling the child. The child might imagine being an adult friend calling the parent or a next door neighbor.

Variations: Parent could encourage the child to dial 911 on his/her imaginary phone and rehearse reporting the fire or some other emergency.

Using an old garden hose remove the nozzle and end that attaches to the faucet. Parent and child holding either end can enjoy a conversation via the hose-phone.

***

The Grocery List Ages: 6-8 yrs.

Purpose: Child listens to parent's suggestions for needed grocery items and writes down in list form.

Materials: Pencil and paper

Directions: Parent dictates to child items needed during the next trip to the grocery store. Child prints or writes each suggestion spelling the item as best he/she can. Parent may choose to spell words that the child has difficulty with. Child may add his/her own shopping ideas to list also. Child is asked to read list back to parent to see if any items were forgotten.

Note: Perfect handwriting and spelling should never be demanded.

***

READING

Match and Read — Ages: 3-5 yrs.

Purpose: Parent and child play word recognition game, while encouraging pre-reading skills.

Materials: Sample hand-out (provided)

Directions: Parent cuts out picture cards and word cards. Child spreads out picture cards face up. Parent shows first word card. Child matches word card to correct picture card and reads the name of the object.

Extension: Parent and child can cut out pictures from magazine. Parent can print additional matching word cards.

Extension: Parent can label household furniture, (i.e., book, door, chair, table, etc.) to increase word recognition.

***

Fingers in the Sugar — Ages: 3-5 yrs.

Purpose: Parent and child use simple household staples to reinforce letter and sound recognition.

Materials: Salt, flour, sugar, pie pan or cookie sheet.

Directions: Parent will pour a layer of salt, flour or sugar in bottom of pie pan/cookie sheet (approx. 1/2 inch deep). Parent will form a letter of the alphabet in the material in the tray. Child will then try to form the same letter. As skill increases, the parent can name a letter for the child to print in the material independently.

Extension: While the child is forming the letter, the parent can name objects that begin with that letter. As skill increases, parent can encourage child to think of objects beginning with the "printed" letter.

***

Build a Sentence Ages: 6-8 yrs.

Purpose: Parent and child will play sentence construction game to reinforce reading skills.

Materials: Newspapers, magazines

Directions: Parent and child will look through magazines and newspapers cutting out words in large print. Parent and child can take turns selecting words to make a sentence. Sentences can be "silly" to add to the enjoyment. The length of the sentences can increase, as skill increases.

Extension: Sentences could be glued to paper to form a "sentence book" for practice reading.

***

Blue Ribbon Reading Ages: 6-8 yrs.

Purpose: Parent and child will play word recognition game to increase child's reading vocabulary.

Materials: Game board, number cards, tokens, sample word sheet provided. (Parent will need to make additional word cards.)

Directions: (Initial preparation) Parent will cut out number cards, sample words, and tokens

Game Directions: Place tokens on start. First player draws a number card. After reading the number (or number word), the player draws that amount of word cards. The player moves ahead the number of spaces equal to the number of words correctly read. The game ends when the first player reaches the blue ribbon.

Extension: Number of words and difficulty of words can be increased as skill increases. Words can also be used to make sentences, etc.

***

TAKING TURNS

Now It's Your Turn — Ages: 6-8 yrs.

Purpose: Parent and child/children draw picture to promote cooperation and taking turns.

Materials: Paper, one pencil shared

Directions: Parent and child/children discuss the picture they would like to draw together. Example: They might decide to draw a house. Parent/child begins by drawing one part of the picture. Parent/child hands the "shared" pencil to the next "artist." This person then takes his/her turn by adding another part to the picture. As the players continue taking turns, the picture is completed.

***

Picture This! — Ages: 3-5 yrs.

Purpose: Parent and child will make a book to help child become aware of people taking turns and cooperating.

Materials: Magazines and newspapers, scissors, paper, glue

Directions: Parent and child will look through magazines and newspapers for pictures of people working together/cooperating. Parent may want to discuss with child the value of teamwork. (i.e., the job gets done better and quicker when people cooperate, help each other, take turns.) Pictures might include: athletes playing a team sport, a family working in yard together, child helping with household chores, etc.

These pictures can be assembled in book form and used to encourage awareness of cooperation.

***

Penny Toss — Ages: 6-8 yrs.

Purpose: Child will play enjoyable game while recognizing the necessity of taking turns.

Materials: Game board (included), penny, tokens, crayons

Directions: Parent and child will take turns coloring in the game board. First player flips penny, if penny lands on "heads", the player takes one turn forward. If it lands on "tails," player looses turn. Game ends when player reaches "Cooperation Corner."

***

It's My Turn Ages: 3-5 yrs.

Purpose: Parent and child will play imitation game to reinforce cooperative behaviors.

Directions: Game begins when one player says, "It's my turn. . ." Player then performs an action. Example: He/she claps hands twice. Other player must repeat this action. Next player says, "It's my turn..." and then invents a new action for first player to imitate. Game proceeds with players taking turns inventing and imitating actions.

Sample actions might include: hop on one foot, touch toes with fingers, pat head with hand, etc.

***

DISCIPLINE

Talking it out with Puppets — Ages: 3-5 yrs.

Purpose: Parent and child will construct simple puppets to help child to become aware of feelings.

Materials: Old socks, markers; optional materials: felt, yarn, etc.

Directions: Parent and child will construct two simple puppets using directions as given in A Friendly Chat found on page 7.

Parent will use one puppet to begin discussion with questions such as:

1. Why do you feel so angry today?
2. Why did you hit your friend?

Child will then use his/her puppet to verbalize his/her feelings. Using the puppet makes it easier for the child to state what is bothering him/her.

Parent can then use puppet to discuss more acceptable ways of dealing with problem.

Example: 1. Can you think of a better way, than hitting, to let your friend know that you are upset?

***

Pounding out my Problems — Ages: 3-5 yrs.

Purpose: Child will use simple objects to vent hostility and anger.

Materials: Log, nails, hammer

Directions: Parent and child will discuss how they feel when they are angry. Parent will assure child that these feelings are natural, but that there are acceptable and nonacceptable ways to handle these feelings. One way to release feelings of anger would be to hit or pound an inanimate object. The child can be given a log, nails and a hammer. When the child feels distressed, he/she can then go to these objects and pound out his/her problem.

Variation: If log, nails, and hammer are not available, a pillow could be "pounded".

***

Punch it! Ages: 6-8 yrs.

Purpose: Parent and child will construct a simple punching bag to help child release frustrations.

Materials: Paper bags and paper; or an old pillow and rope

Directions: Parent and child will construct simple punching bag by shredding strips of paper and filling a paper bag. Bag can then be tied shut and hanged from a door or tree branch. When child feels distressed, he/she may use bag to vent frustrations.

Variation: An old pillow can also be hanged and used as a punching bag.

***

You Know the Consequences Ages: 6-8 yrs.

Purpose: Child learns to take responsibility for his/her own actions.

Materials: Paper, pencil/marker

Directions: Parent and child will discuss the necessity of having rules. The parent will allow child to suggest some rules that might be needed in their home. In addition, parent and child will discuss possible consequences if the rules are broken. After deciding on a few rules to work on, parent and child will construct a Rules Chart being sure to include both rules and consequences. In this way, child accepts responsibility for his/her own behavior.

***

MUSIC

Hum Me a Tune — Ages: 3-5 yrs.

Purpose: Parent and child will play musical game while encouraging child to recognize familiar songs.

Directions: Parent will hum familiar childhood songs, seasonal songs, etc. Child will attempt to correctly identify the song title. Parent may also want to encourage child to hum along with him/her. Songs might include: London Bridge, Three Blind Mice, Twinkle Twinkle Little Star. Seasonal songs might include: Jingle Bells, Frosty the Snowman, Here Comes Peter Cottontail.

***

Music in Motion — Ages: 3-5 yrs.

Purpose: Parent and child use music to express creativity, rhythm and feelings with music.

Materials: Records/tapes, radio (many free public libraries lend records)

Directions: Parent chooses records/songs of various tempo and rhythm. Example: marchs, waltzes, jazz, rock 'n roll, classical, etc. Parent and child listen to the music and talk about how it makes them feel. Parent then takes child's hand and moves to the music. Parent encourages child to express feelings through his/her movements.

Variation: After child becomes familiar with several different pieces with varying rhythms, parent may want to begin activity by discussing how the child feels. Then the child may want to select the music to match his/her mood.

***

Homemade Band Ages: 6-8 yrs.

Purpose: Parent and child construct musical instruments from simple household items to help child become familiar with various musical instruments.

Materials: Drum: coffee can/oatmeal box/plastic container; spoons/chop sticks; tambourine: paper plates/aluminum pie pans; beans/popcorn/small pebbles

Directions: Drum: Using one of the containers above and a spoon or chop stick, the parent and child have a simple homemade drum. This activity can be taken a step further, by decorating the outside of the drum with markers, stickers, etc. Parent may begin by tapping a rhythmic pattern and having the child repeat the pattern. The child can also tap a pattern for the parent to repeat.

Tambourine: Paper plates or aluminum pie pans can be filled with beans, popcorn, small pebbles etc. and then the edges of the plates can be stapled, glued or stitched together with yarn. Parent and child may want to construct two tambourines using different materials so that the child can hear the difference in sounds. Example: Lima beans will make a different sound when placed inside paper plates than when placed inside aluminum pie pans. Popcorn kernels would make a different sound than lima beans.

***

Tune Guessing Age: 6 -8 yrs.

Purpose: Parent and child will play musical game to increase music appreciation.

Materials: Records, record player

Directions: Parent and child will take turns playing portions of familiar songs to see how quickly the other player can guess the tune title.

Variation: As listening skill increases, players can also try to identify which instrument is being played.

Variation: Players can also try to identify the name of the singer.

***

GAMES

Can You Guess? Ages: 6-8 yrs.

Purpose: Parent and child will play pantomime game to encourage interaction and creativity.

Materials: Sample pantomime pictures (provided)

Directions: First player draws pantomime card and "acts out" what is described on card being careful to use only actions and no words. Other player or players try to guess what first player is doing.

Note: Parent may wish to add additional card/game ideas.

***

Milk Ball Ages: 6-8 yrs.

Purpose: Game encourages coordination and large muscle development.

Materials: 2 one-gallon plastic milk jugs, scissors, small ball

Directions: Parent will cut off bottom of jugs. Players hold jug upside down by handle. Game can be played with two players tossing ball back and forth between jugs. One player may also play game alone by tossing ball repeatedly in air and trying to catch it in jug.

***

Can You Do What I Do? Ages: 3-5 yrs.

Purpose: Parent and child play game to encourage small and large muscle development.

Directions: Parent begins game by saying, "Can you do what I do?" Parent can march, skip, hop, run, etc. Parent should begin with simple movements and work toward more advanced movements. This game can be played indoors or outdoors. If played indoors, parent could use game as a "fun way" to encourage child to help around the house. Example: Parent will pick up a toy and place it in toy box and child will repeat the action.

***

Soda Bowl Ages: 3-5 yrs.

Purpose: Parent and child will play enjoyable game made with simple household items to encourage muscle development and coordination.

Materials: Ten empty aluminum soft drink cans, ball

Directions: Parent will place the cans in a triangle-like formation. Player will stand back from cans and roll ball trying to knock as many cans down as possible. Scoring is optional but may be based on number of cans knocked down. If player knocks down all cans with one roll, he/she gets an extra turn. Distance from the cans may be increased as child's ability improves.

***

BECOMING INDEPENDENT

I'm Growing Up — Ages: 3-5 yrs.

Purpose: Parent and child will play "concentration" game to encourage child to become aware of his/her own abilities.

Materials: Game cards (provided)

Directions: Parent will cut out game cards. Child will place game cards face down on table. First player will turn up a card. He/she will then turn up a second card to try to complete a match. Each time a match is made, the player is encouraged to name an activity that he/she can perform independently. Example: "I used to need help tying my shoe, but now I can tie it all by myself!"

Variation: As skill and independence increase, parent may want to add additional game cards.

***

I Can Do It! — Ages: 3-5 yrs.

Purpose: Child uses simple homemade material to learn to tie his/her own shoe.

Materials: Shoebox, shoelace

Directions: Parent punches holes in top of shoebox to resemble shoe top. Parent laces shoelace through holes in box top being sure to leave enough lace for tying. Next, parent tapes lid to box securely. Parent and child work together practicing typing "the shoe." As child develops skill in tying, the parent should encourage the child to practice independently. In no time at all, child will be saying, "I can do it myself!"

***

"On My Own" Trivia — Ages: 6-8 yrs.

Purpose: Parent and child will play trivia game to reinforce safe behaviors that a child needs to know as he/she becomes independent.

Materials: Trivia cards (parent may want to add others which fit personal needs)

Directions: Parent and child will cut out game cards. First player will take a card from the stack and attempt to answer the question. For each correctly answered question, the player is allowed to move ahead one space on the game board. Game ends when one player reaches the "Safety First" sign.

***

What Should You Do? Ages: 6-8 yrs.

Purpose: Parent and child will discuss appropriate actions for various situations.

Materials: Sample situation cards (provided)

Directions: Cut out sample situation cards. Parent will draw a card and read the situation described on the card. Then, parent and child will discuss various solutions in answer to the card. In discussing solutions, parent may want to encourage the child to realize why some actions may be inappropriate or unsafe.

***

Tell Me How You Feel Age: 6-8 yrs.

Purpose: Parent and child will use game cards to stimulate effective communication.

Materials: Game cards (provided)

Directions: Cut out sample situation cards. Parent will draw a card and read the situation described on the card. Then parent and child will discuss various solutions in answer to the card. In discussing solutions, parent may want to encourage the child to realize why some actions may be inappropriate or unsafe.

***

HOUSEHOLD CHORES

Making My Bed — Ages: 6-8 yrs.

Purpose: Child will learn to be responsible for making his/her own bed.

Materials: Bed color sheet (provided)

Directions: Parent will display color sheet in prominent place (i.e., refrigerator door). Each day the child takes the responsibility for making his/her own bed, he/she is allowed to color a section of the bedspread. When the bedspread is completely colored, child will receive a small privilege or reward.

Extension: As child successfully takes responsibility for making his/her bed, parent may want to include other household chores.

Example: Parent could draw a simple picture of a toy box with toys to be colored. Child receives small privilege or reward when the picture is completed. Child learns responsibility for picking up his/her own toys.

***

Look What I Can Do — Ages: 3-5 yrs.

Purpose: Parent and child will make a book to help child recognize his/her ability to help with chores. This activity will help child to realize his/her importance in the family unit.

Materials: Magazines, newspapers, scissors, glue, paper

Directions: Parent and child will look through magazines and newspapers to find pictures showing people engaged in "jobs" which the child could do. Parent will label pages of book with titles such as: Things I can do in the house. Things I can do in the yard. Things I can do at grandmother's. Things I can do at the babysitter's. Parent may want to add appropriate additional pages as necessary. Pages can be stapled together or laced together with yarn. Child may want to decorate cover for the book.

***

Chores and Privileges Ages: 6-8 yrs.

Purpose: Parent and child use checklist to encourage child to accept responsibility for household chores.

Materials: Sample checklist (provided)

Directions: Parent will hang checklist in prominent place such as on refrigerator door. Parent will use checklist to record two chores he/she wishes the child to become responsible for. Example: The chores might include: 1. Put your books away when you come in from school. 2. Set the table.

If the child completes the tasks before a stated time, (i.e., before dinner) the child may color in the smiley face for that chore. If the chores have not been completed, the parent may color in the "no T.V." sign.

Variation: Parent may want to change chores and/or restrictions.

***

Toy Pick-Up Ages: 3-5 yrs.

Purpose: Parent and child work together to encourage responsibility for picking up toys.

Materials: Cardboard carton, stickers/stars, crayons/markers

Directions: Parent and child work together to decorate large cardboard box with crayons, markers etc. One side of the box is left blank to be decorated with stickers/stars. Parent places box in specific place in room. Parent and child work together picking up toys each day/evening. When toys are picked up, a sticker/star is placed on the box. As child becomes more accustomed to the activity, parent can encourage the child to do the activity independently.

***

Coupon Capers Ages: 6-8 yrs.

Purpose: Parent will use coupon book to encourage child to become independent.

Materials: Paper, pencils/markers, scissors

Directions: Parent will make coupon book that may be used to reward child for performing independent tasks. Example: If the parent wants the child to be responsible for getting his/her homework completed on time, parent could use coupon to encourage this behavior over a one week period. At the end of the week, if the child has successfully completed all homework assignments on time, the child may select a coupon of his/her choice as a reward.

Coupon examples: 1. This entitles you to watch an extra hour of television. 2. This entitles you to stay up one-half hour later on a weekend night. 3. This entitles you to one hour of my time to play a game, go for a walk, or share a book.

***

Play Dough — Ages: 3-5 yrs.

Purpose: Child and parent cooperate in making a popular modeling clay.

Materials: Recipe:
1 cup flour
1 cup water
1/2 cup salt
1 T. cream of tartar
1 T. cooking oil
Food coloring

Directions: Mix ingredients in mixing bowl. Add food coloring or tempera paint as water is added. Children and parent can model many different objects. Clay beads can be made for stringing. Clay can be preserved for a few days in the refrigerator.

Variations: Use rolling pin, cookie cutters, plastic knives for different clay experiences. Push gadgets into clay surface completing fascinating designs.

***

Painting with Water — Ages: 3-5 yrs.

Purpose: Child paints outdoors with water involving child in activity that is absorbing.

Materials: Bucket, brush, water, soap (optional)

Directions: Parent and child fill a small bucket or pail with water. Using a brush, the child can paint any surface with plain water, observing surface changes and evaporation.

Variation: Soap can be added to water giving surfaces a different appearance.

***

Bubble Painting — Ages: 3-5 yrs.

Purpose: Child and parent enjoy watching bubbles create designs on different types of paper.

Materials: Paper, tempera paint or food coloring, liquid detergent, water, container, shallow pan, straws

Directions: Prepare small amount of tempera paint (1/4 cup) or food coloring with 1/3 cup liquid detergent in a container. Add water and mix and allow to remain overnight. Pour solution into a shallow pan and insert straws blowing the mixture. As bubbles rise over the top of the pan, place different kinds of paper over the top of the bubbles. The bubbles will pop and make lovely designs on the paper surfaces.

***

Shape Designs Ages: 6-8 yrs.

Purpose: Parent and child design individual pictures.

Materials: Different types of paper, scissors, glue

Directions: Parent and child cut out multi-colored shapes--circles, triangles, squares, rectangles, ovals, stars, hearts, trees, birds, etc. Using these shapes on white paper, numerous people, animals, transportation vehicles and scenes can be constructed.

Variation: Other materials such as salt, glitter, whipped soap flakes, buttons, sequins, etc. can be used to add interest.

***

Printing with Fruits/Vegetables Ages: 6-8 yrs.

Materials: Paper (construction, newsprint, butcher); fruits (such as apple or grapefruit), vegetables (such as potato, carrot, celery, broccoli, cauliflower, onion), paints, styrofoam trays, paper towels or sponges, knife

Directions: Parent and child with parent's supervision cut fruits and vegetables in cross sections and into interesting shapes. Sponges and paper towels can be placed in styrofoam trays and small amounts of liquid tempera poured over the top of the toweling or sponges. Fruits and vegetables are dipped in the paints and then pressed on the paper making varied prints.

***

USING TELEVISION

I'm a Reporter — Ages: 3-5 yrs.

Purpose: Child imagines her/himself a TV reporter and describes the news of the day.

Materials: Cardboard box, paper for script

Directions: Parent and child can find a large cardboard box and cut out two opposite sides. Place the box on a table. The child sits behind the box and reports the news or weather.

Variation: Child can interview the parent about a childhood event or a home or neighborhood happening.

***

Tell a Story--Sing a Song — Ages: 3-5 yrs.

Purpose: Child entertains an audience with stories, rhymes, and songs.

Materials: Cardboard box, costumes, make-up, instruments

Directions: Child plans and performs familiar songs, rhymes, and stories imitating his/her favorite TV performers or creating an unusual individual act.

***

Stuffed Animals and Dolls — Ages: 6-8 yrs.

Purpose: Child writes a script or records his/her ideas using a tape recorder.

Materials: Paper, pencil, tape recorder (optional), stuffed animals and dolls or small toys

Directions: Child writes a script or records ideas on a cassette. Using his/her stuffed animals, dolls, or toys, the child then performs the script and presents a TV show.

***

A Commercial Message Ages: 6-8 yrs.

Purpose: Child and parent watch commercials and discuss their contents, pros and cons.

Materials: Television, paper, pencil, materials to construct a production (optional)

Directions: Parent encourages the child to invent a product or service to advertise. Child may wish to create a physical product, a jingle, choreography, and a script to use to sell the idea.

***

Book to TV Comparisons Ages: 6-8 yrs.

Purpose: Child reads book and watches television production of that book.

Materials: Book and television

Directions: If parent knows in advance that a particular book is to be adapted for TV, the parent can check out the book from the library before the show appears on TV. After reading the book, the child and parent can then watch the television production of the story and compare the two discussing advantages/disadvantages of the book as compared with its television adaptation.

***

MATHEMATICS

Heart Patterns — Ages: 3-5 yrs.

Purpose: Child solves pattern problems.

Materials: Paper and crayons, hearts game board (provided)

Directions: Parent colors rows of hearts on game boards creating specific color patterns. Examples: Patterns of colored hearts might include:

1. red, pink, red, pink, red, pink
2. 2 black, 1 yellow, 2 black
3. orange, black, orange, black, orange, black
4. 1 dark blue, 2 light blue, 1 dark blue, 2 light blue

Parent creates other patterns that are more difficult. Child may be encouraged to make up his/her own patterns.

Pointing to the first row, parent moves finger across the row of hearts saying the color names. Parent asks the child to also say the color names as child's finger touches each heart. Parent asks, "What color would come next if we wanted to continue the pattern?" "And next?"

Variation: If child is unclear about continuing the pattern sequences, use real household objects to create patterns (i.e., macaroni shapes, shoes, silverware, buttons, etc.).

Extension: Use geometric shapes or symbols such as alphabet letters or numerals to make patterns (i.e., ABC/XYZ/ABC/XYZ or 2,4,2,4,2,4, or X,+,X,+,X,+.

***

Jack-O-Lantern Match — Ages: 3-5 yrs.

Purpose: Child observes the facial features of the jack-o-lanterns to find pairs that are identical.

Materials: Jack-o-lantern game board and cards (provided)

Directions: Parent cuts out jack-o-lantern cards, shuffles them and places them face down. Next child draws a card and tries to find its twin on the game board. When the pair is identified, the child places the card on top of the match. The parent now has a turn and so on.

***

Carrot Patch Ages: 3-5 yrs.

Purpose: Child matches sets of dots with appropriate numerals.

Materials: Carrot patch game board and cards (provided)

Directions: Parent cuts out carrot cards and cuts across the top of each dotted line on the carrot patch game board. Child draws a card and counts the dots on each carrot and then looks at the game board to find the numeral that describes how many dots are on the carrot he/she is holding.

Example: Child counts two dots and looks for the numeral 2 in the carrot patch and inserts the carrot into the position (2) on the game board.

Variation: Parent might print numeral words on back of each carrot (i.e., zero - ten). Child then reads these numeral labels and inserts each carrot into the appropriate positions.

***

Card Concentration Ages: 6-8 yrs.

Purpose: Parent and child play card game, recognizing numerals and sets on cards and matching cards from different suits.

Materials: Deck of playing cards.

Directions: Parent and child sort cards according to suits (spades, clubs, hearts, diamonds). Set aside two suits, a black suit and a red suit, using the remaining suits. Example: Using spades and hearts, remove all face cards and cards below six in value. Place remaining cards (the spades and hearts valued 6 - 10) face down. Child turns over two cards and adds their values or subtracts their values. If the child's math is correct, the child continues play until an error occurs. Parent then has a turn.

Variation: Child turns two cards over. If a six of spades and a six of hearts appear, player has a match and continues play. If an eight of spades and a 10 of spades appear, the player does not have a match and a new player begins a turn.

***

Addition-Subtraction Bingo Ages: 6-8 yrs.

Purpose: Child practices addition and subtraction combinations using a game.

Materials: Addition/subtraction game board and cards (provided)

Directions: Parent or child cuts out addition/subtraction cards. Cards are shuffled and are turned over one at a time by the child and the parent. Example: Child reads combination on card stating 10 - 6. Child searches game board and if a 4 is there, child covers the 4 with a marker. Child then reads another card until an error occurs. Parent then reads a combination and searches for its solution. Turns are taken by parent and child until the game board is covered.

Extension: New game boards and combination cards can be created by parent and child with more challenging problems being used.

***

Time Tells Ages: 6-8 yrs.

Purpose: Child learns to observe hands of the clock to determine time of day that a particular event occurs.

Materials: Clock game board and hands (provided)

Directions: Child or parent cuts out clock and hands. Hands should be attached at the center of clock with a brad; hands must be moveable. Example: 1. Parent moves hands showing 7:00 a.m. Parent says, "It's 7 in the morning. What happens?" Child responds, "The alarm rings; we get up." 2. Parent says, "It's 9:30 a.m. on a Sunday morning. What are we doing?" Child responds, "We finished breakfast and we're ready for Sunday School."

Variation: Parent asks child to show how clock looks when: 1. child goes to bed, 2. child watches favorite TV show, 3. child gets home from school, 4. child goes to soccer practice.

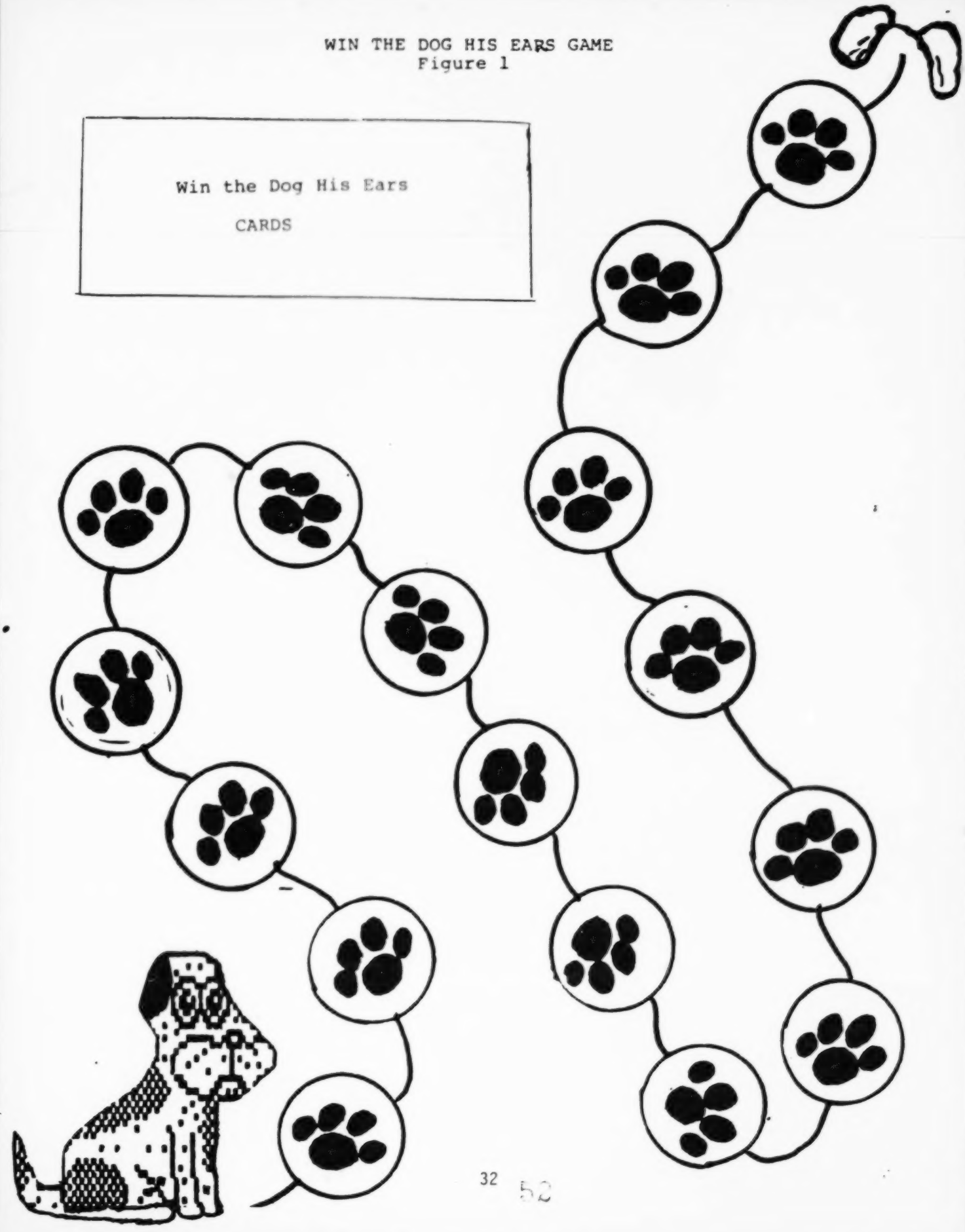
***

B. Activity Game Boards, Cards, and Sheets

WIN THE DOG HIS EARS GAME
Figure 1

Win the Dog His Ears

CARDS



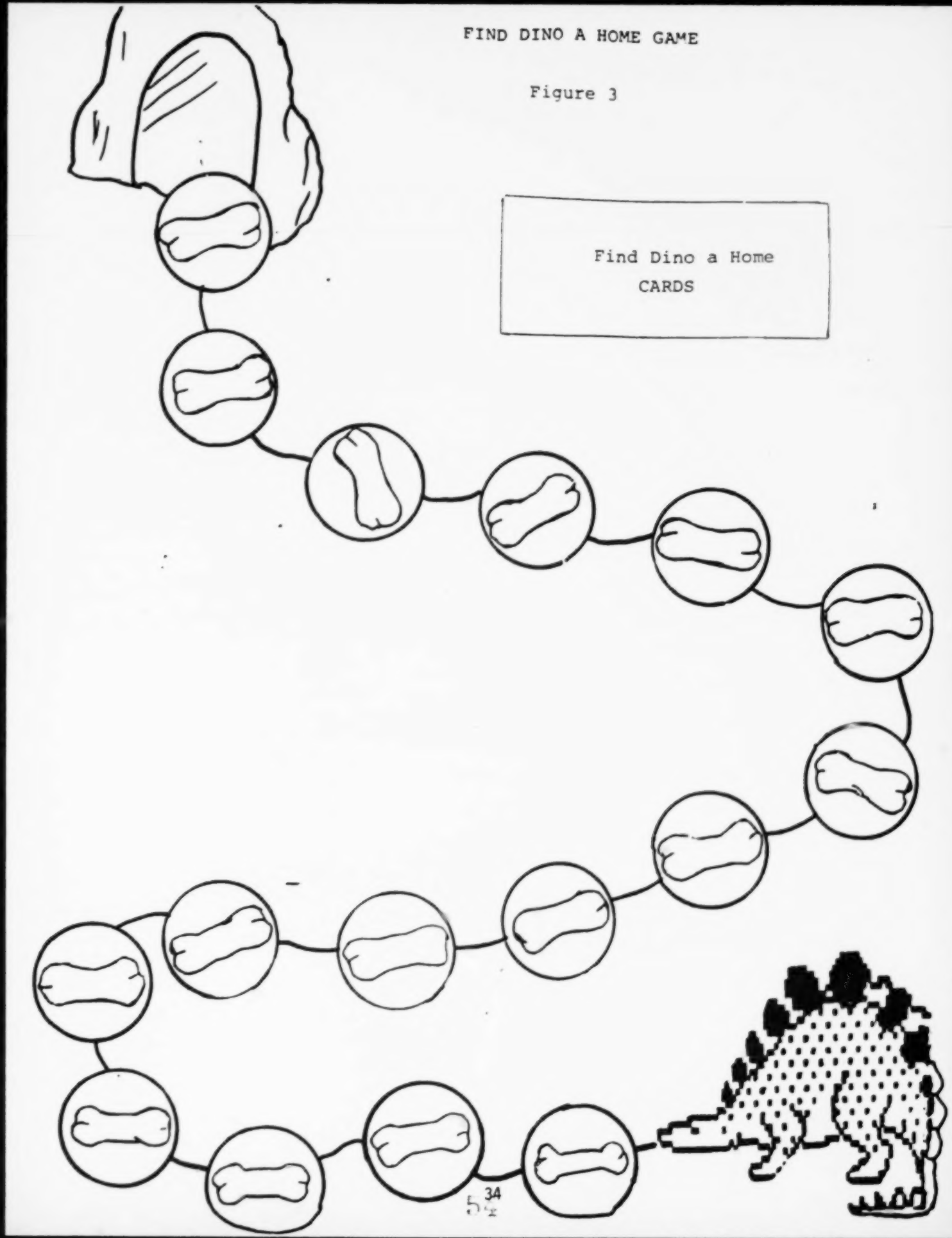
WIN THE DOG HIS EARS - Cards

Figure 2

First bend your knees and then touch your ankles.	First touch your nose and then clap your hands.
First bend your hands over your head and then bend and touch your toes.	First point your toes and then shake your hands.
First stand up and then turn around.	First stomp your feet and then smile a huge smile.
First hop on one foot and then hop on the other foot.	First scratch your ear, and then wiggle your nose.

FIND DINO A HOME GAME

Figure 3



FIND A HOME FOR DINO - Cards

Figure 4

Cross your left arm over your right arm, wiggle your left fingers and then your right fingers, clap your hands three times.	Put your elbows together in front of you, touch your wrists together, now touch your finger tips together and place your head on your hands - night, night!
Stand up, walk around the table three times, kneel down and pat your head twice.	Stand up, put your ankles together, stoop or squat down, hop forward twice, and hop backward once.
Stand up, go the window, raise your right hand and wave.	Open your mouth really wide, turn your head to the left, turn your head to the right and smile.
Stand up, take three giant steps towards the refrigerator, stomp your feet and sit down Indian style.	Stand up, raise your right leg, touch your right foot with your left hand, blink your eyes twice.

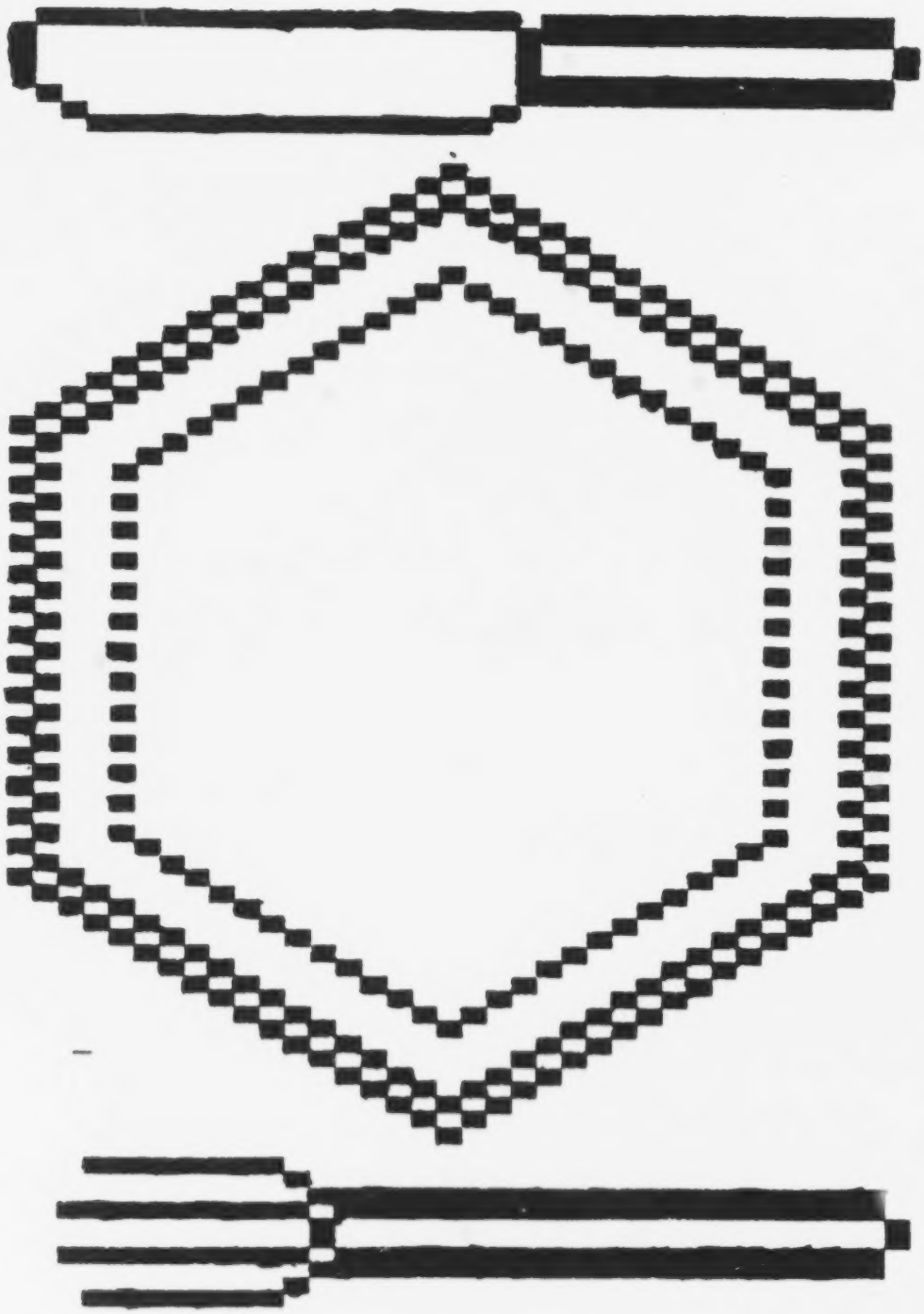
Figure 5

Win the Dog His Ears -- Game Tokens

Find a Home for Dino - Game Tokens

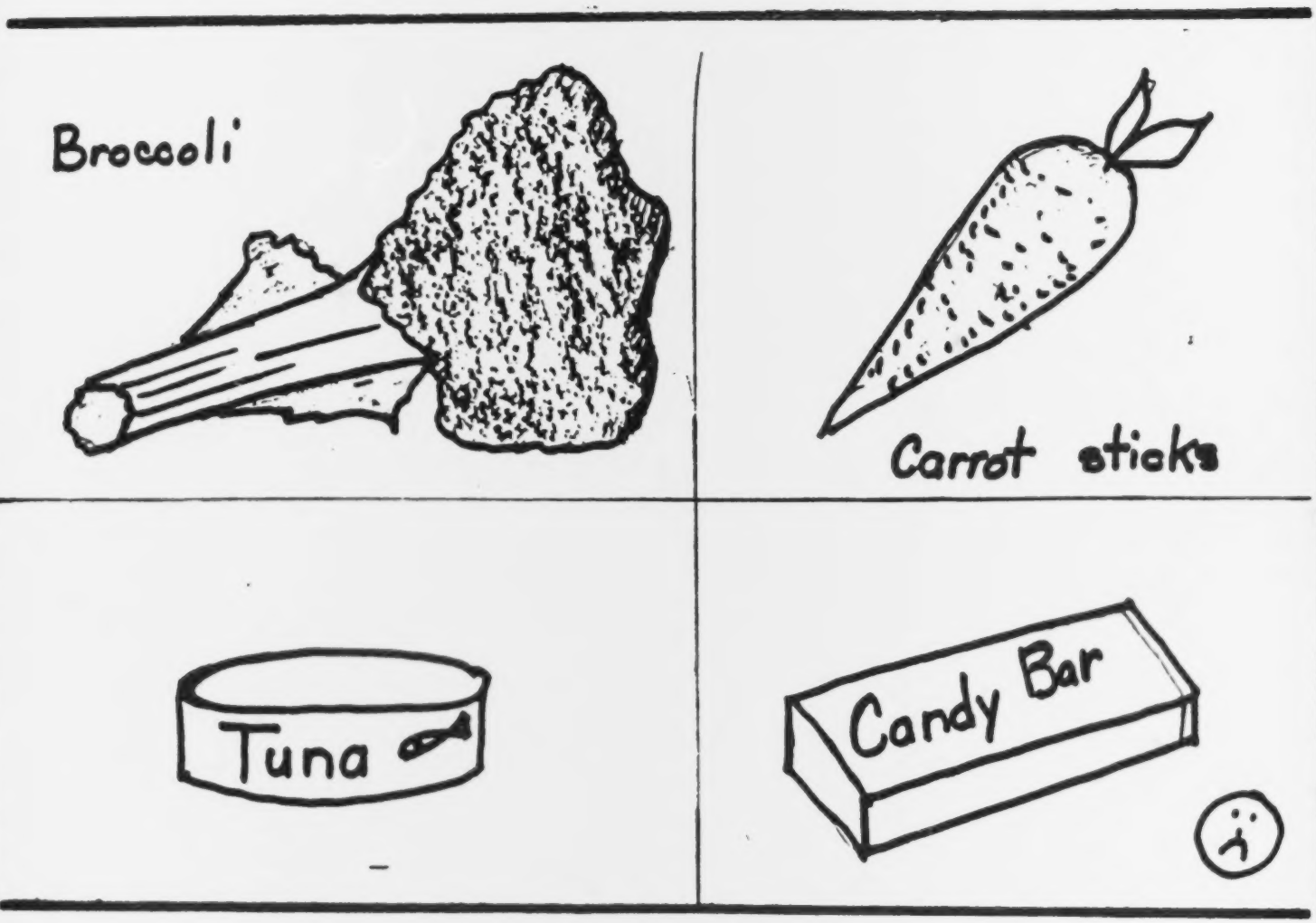
Blue Ribbon Reading - Game Tokens

COOKING NUTRITIOUS MEALS - Game
Figure 6



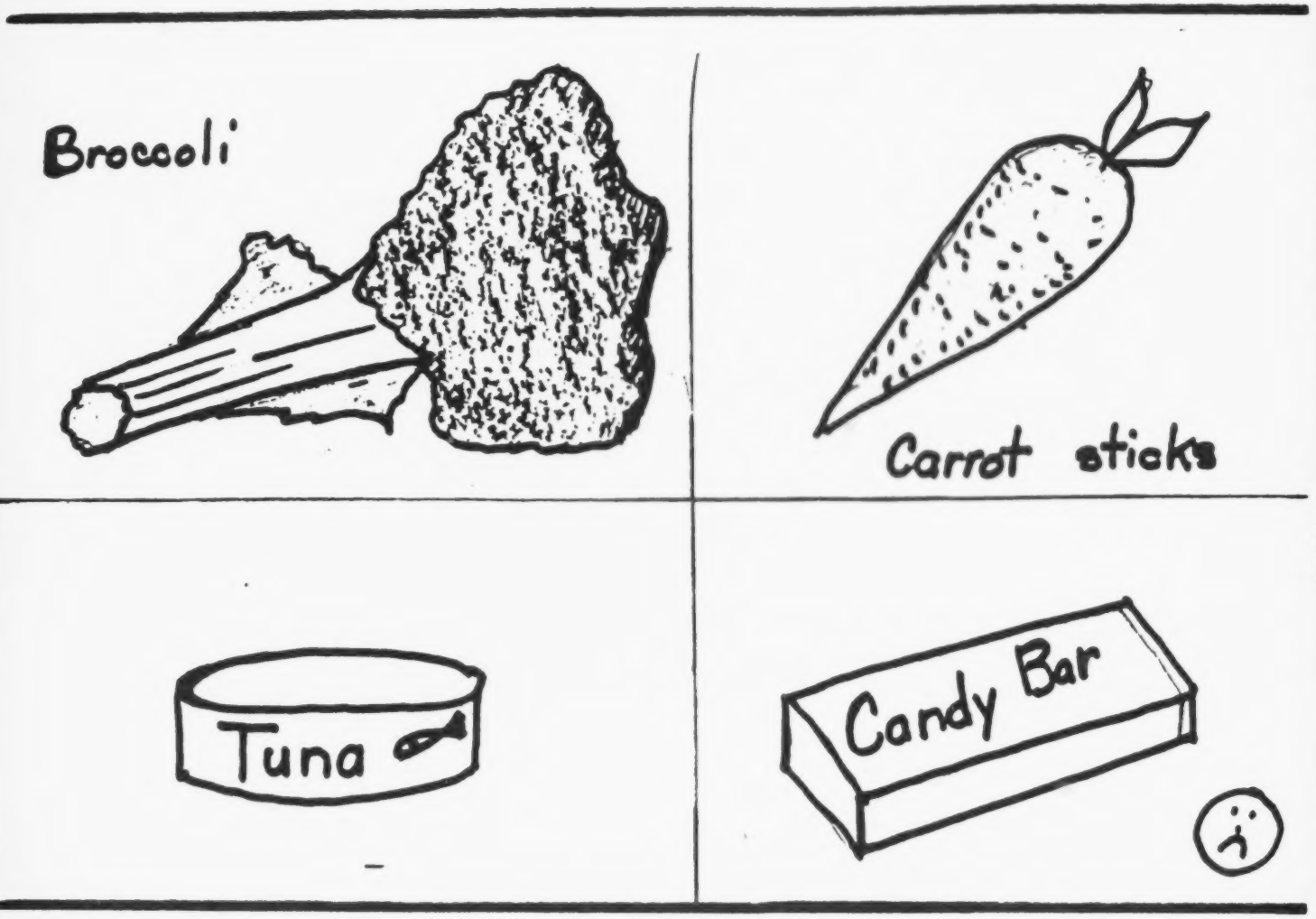
DITCH THE CANDY BAR - Cards

Figure 7



DITCH THE CANDY BAR - Cards

Figure 7

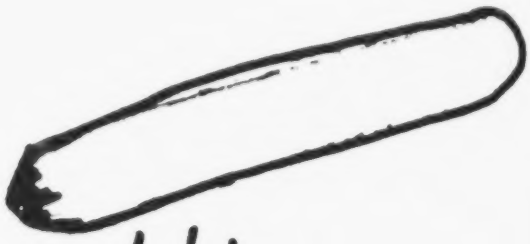


DITCH THE CANDY BAR - Cards
Figure 7

Grapes

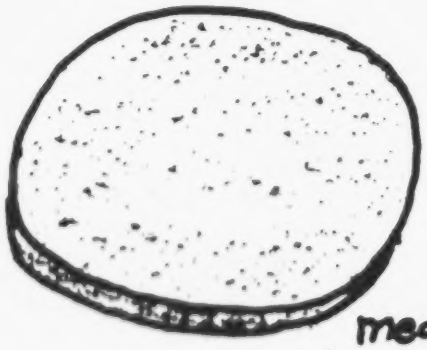
cantaloupe

hard-cooked egg



hotdog

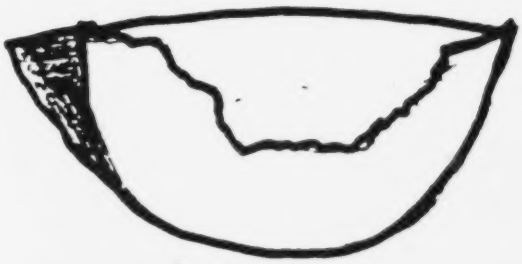
hard roll



meat patty

American Cheese

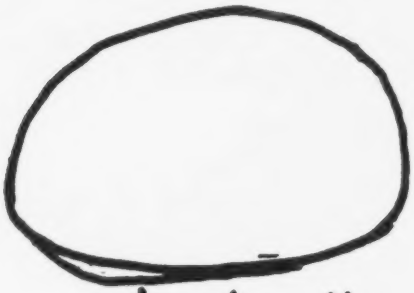
Grapes



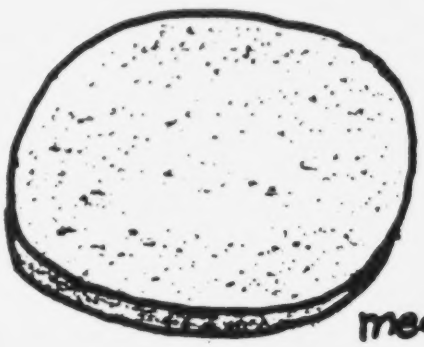
cantaloupe

hard-cooked egg

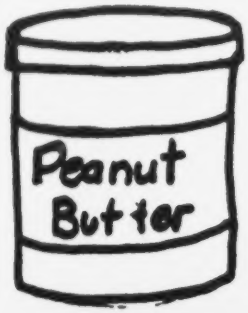
hotdog

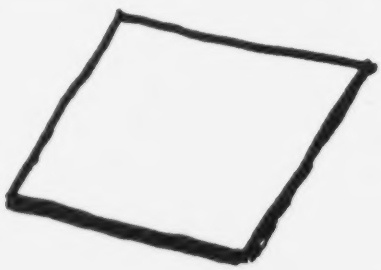


hard roll



meat patty





American Cheese

READING GAME - Cards

Figure 8

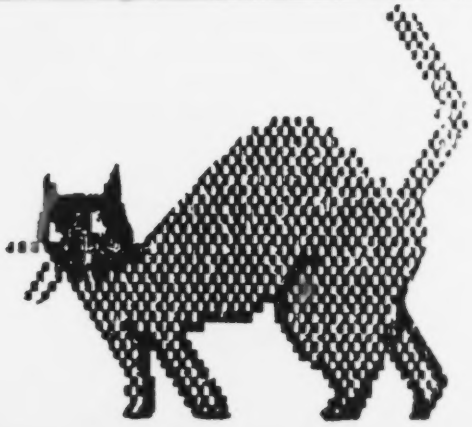
ONE	1
	books
	dog
	cat

Figure 9

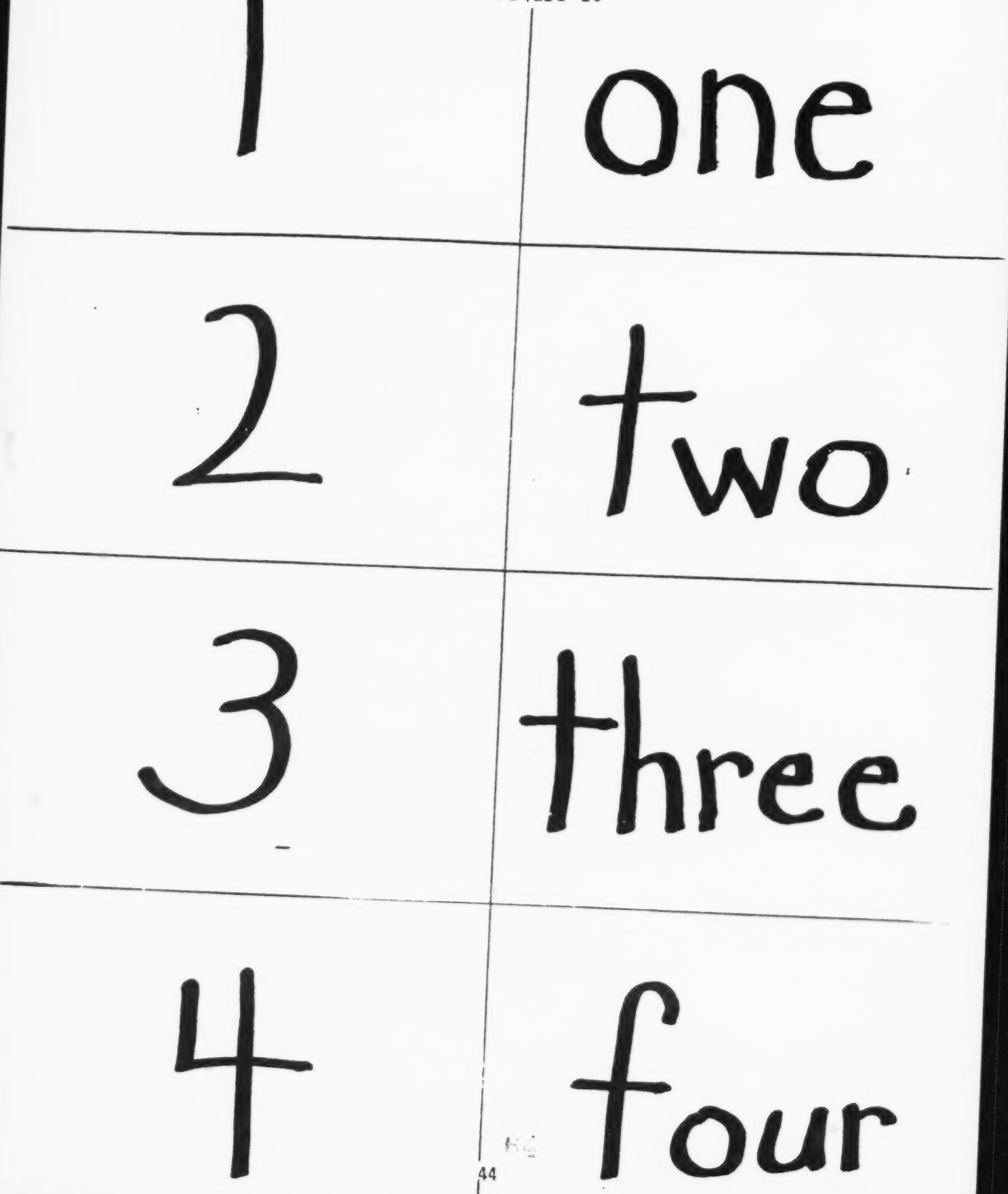
BLUE RIBBON READING

Blue Ribbon Reading
CARDS

START

BLUE RIBBON READING GAME - Cards

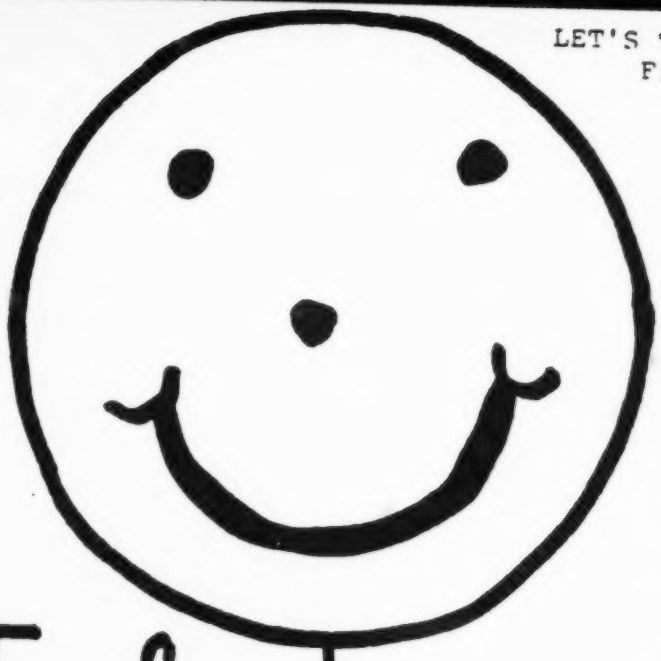
Figure 10



BLUE RIBBON READING GAME - Cards
Figure 10

above	because
under	below
there	upon
after	once

LET'S TALK GAME - Cards
Figure 11



I feel
happy when...

I feel
worried when.

I feel
sad when...

I feel
afraid when..

'WHAT SHOULD YOU DO?' CARDS

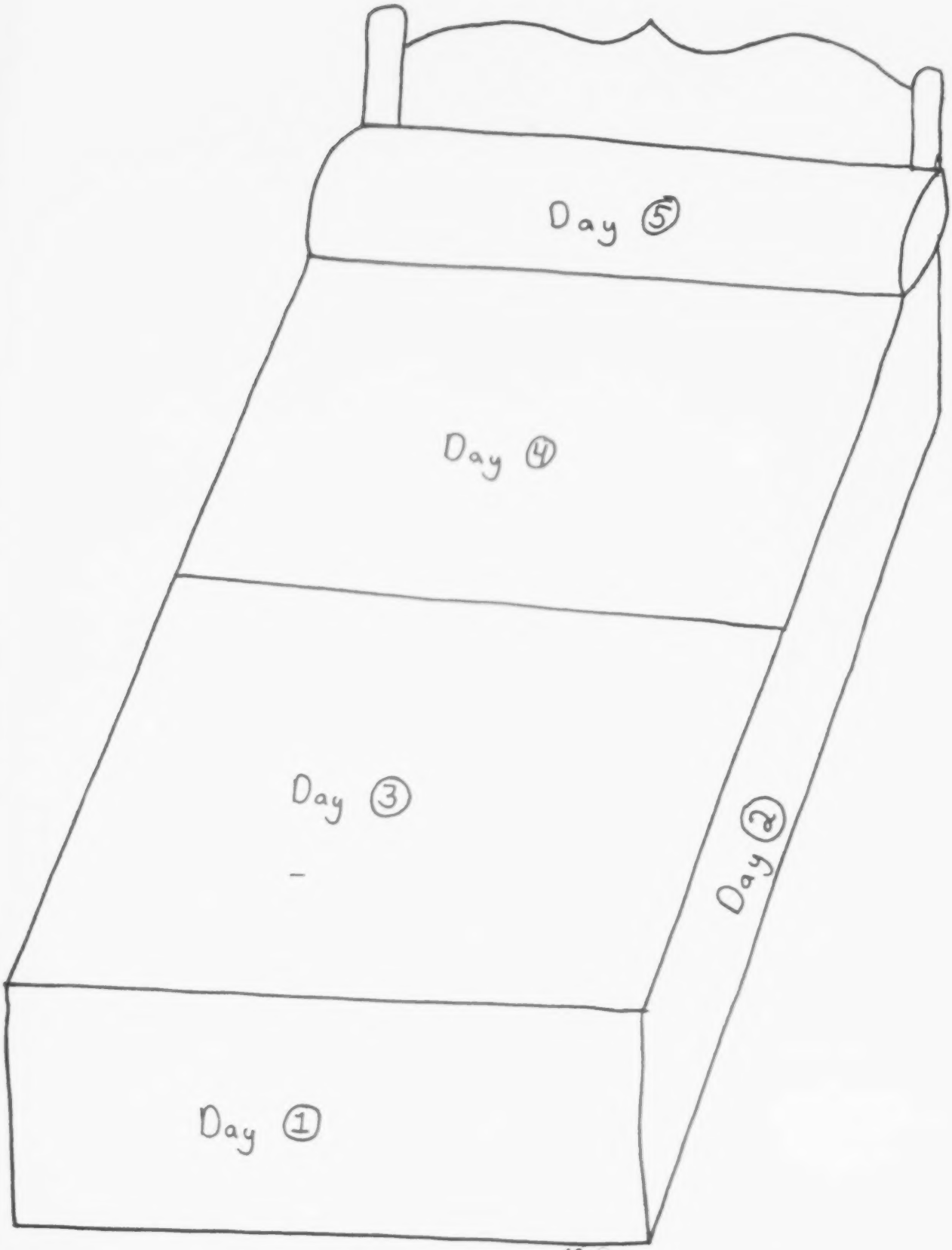
Figure 12

If the doorbell rings, and you are home alone, what should you do?	If you're home alone, and the telephone rings, what would you say if the caller asks, "Is your mom/dad home?"
If you're home alone, and you should get hurt, what should you do?	If a fire brakes out and you are home alone, what should you do?
If you are walking home alone and notice a stranger following you, what should you do?	If a stranger asks you to get into his/her car, what should you do?

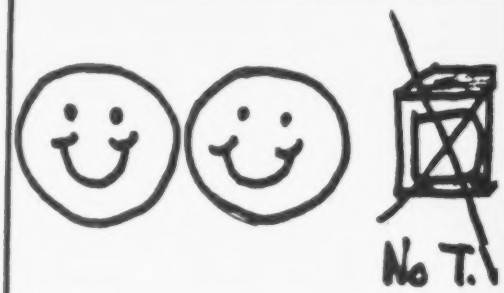
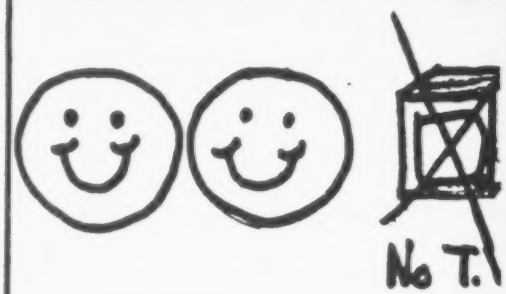
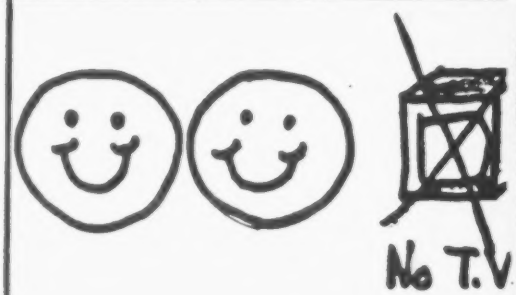
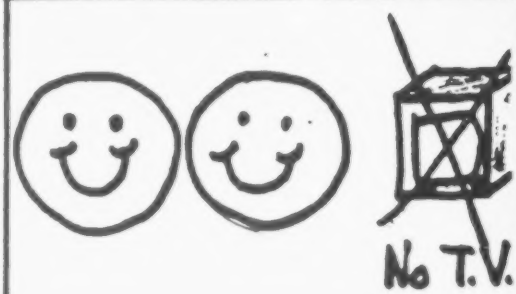
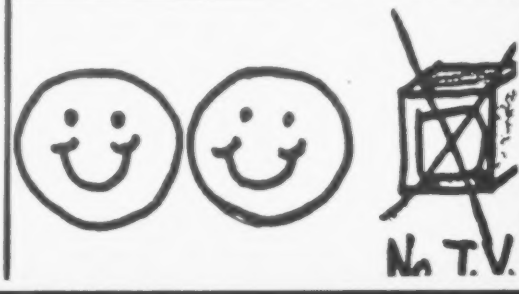
'TELL ME HOW YOU FEEL' CARDS
Figure 13

Something that really makes me angry is . . .	It really "bugs" me when . . .
Something that I really enjoy is . . .	I get really excited when . . .
I feel like crying when . . .	I feel really proud when. . .
Something that really makes me scared is . . .	Something that really worries me is. . .
I was so surprised . . .	My feelings were hurt when . . .
If I am called a baby, I . . .	When someone says that I am stupid, I . . .

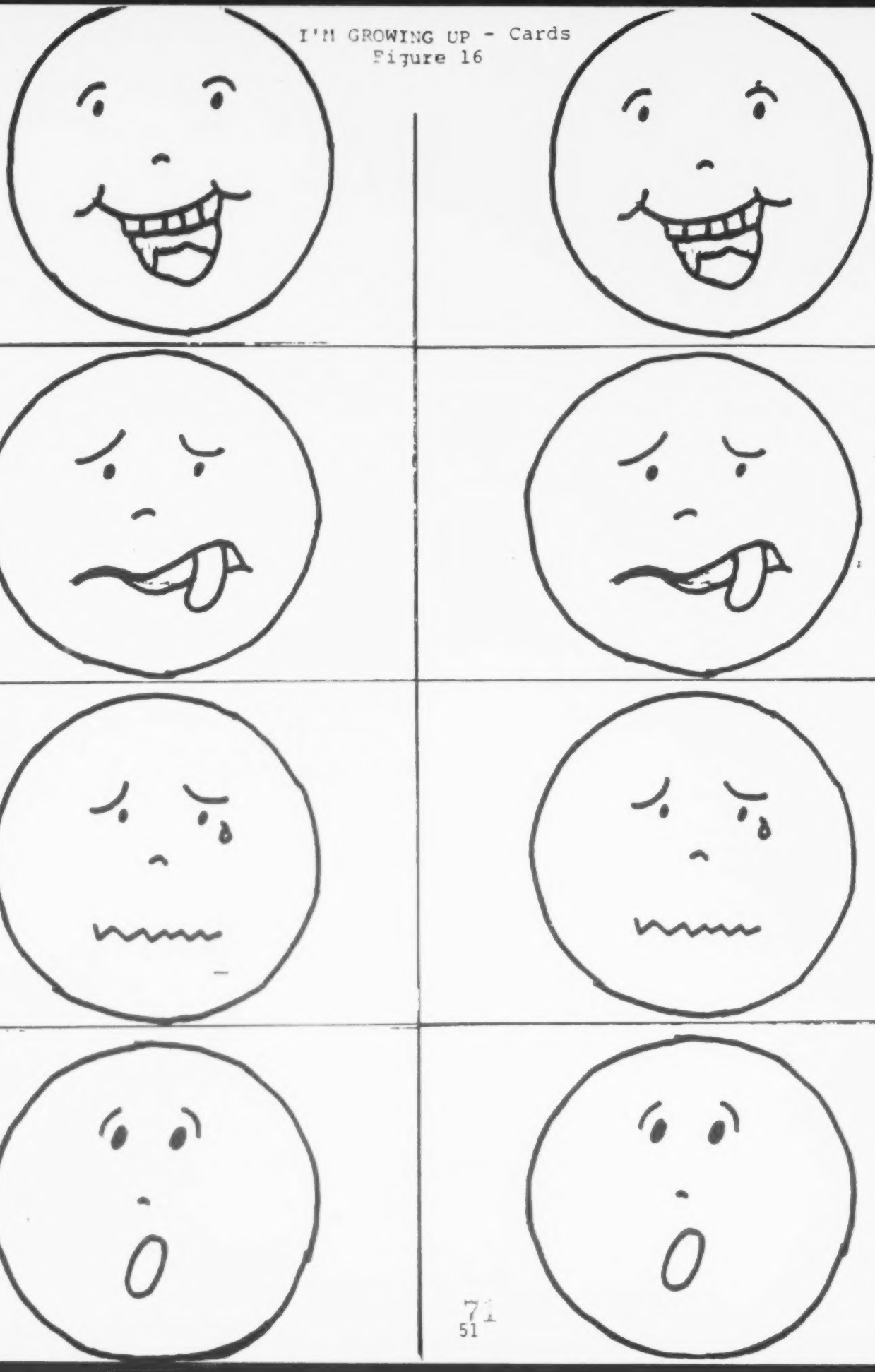
MAKING MY BED - Color Sheet
Figure 14



CHORES AND PRIVILEGES - Check Sheet
Figure 15

Day	Chores	Record
Mon.	1. 2.	
Tues.	1. 2.	
Wed.	1. 2.	
Thurs.	1. 2.	
Fri.	1. 2.	

I'M GROWING UP - Cards
Figure 16



"ON MY OWN" TRIVIA GAME

Figure 17

TRIVIA CARDS
Figure 18

Name a school bus rule. (eg., stay seated, no fighting, no yelling)	Name a food which you can prepare safely by yourself. (eg., peanut butter/jelly sand.)	When riding your bike, what is the arm signal for a right hand turn?
How many people can safely ride on one bike? (one)	Where is the safe place to cross a street? (on the corner at the traffic signal only)	When riding your bike, what is the arm signal for a left hand turn?
When riding on a school bus, where do your arms and hands belong? (inside the bus, not out the window)	Which side of the street should you ride your bicycle on? (with the flow of traffic)	What color is the traffic light when you may cross the street safely?
What is the emergency telephone number in your area? (eg., 911)	What should you do if you must park your bike to go into a store? (lock it)	Name a person you could call if you were alone and needed help. (answer will be different for each family)

Painter

Fireman

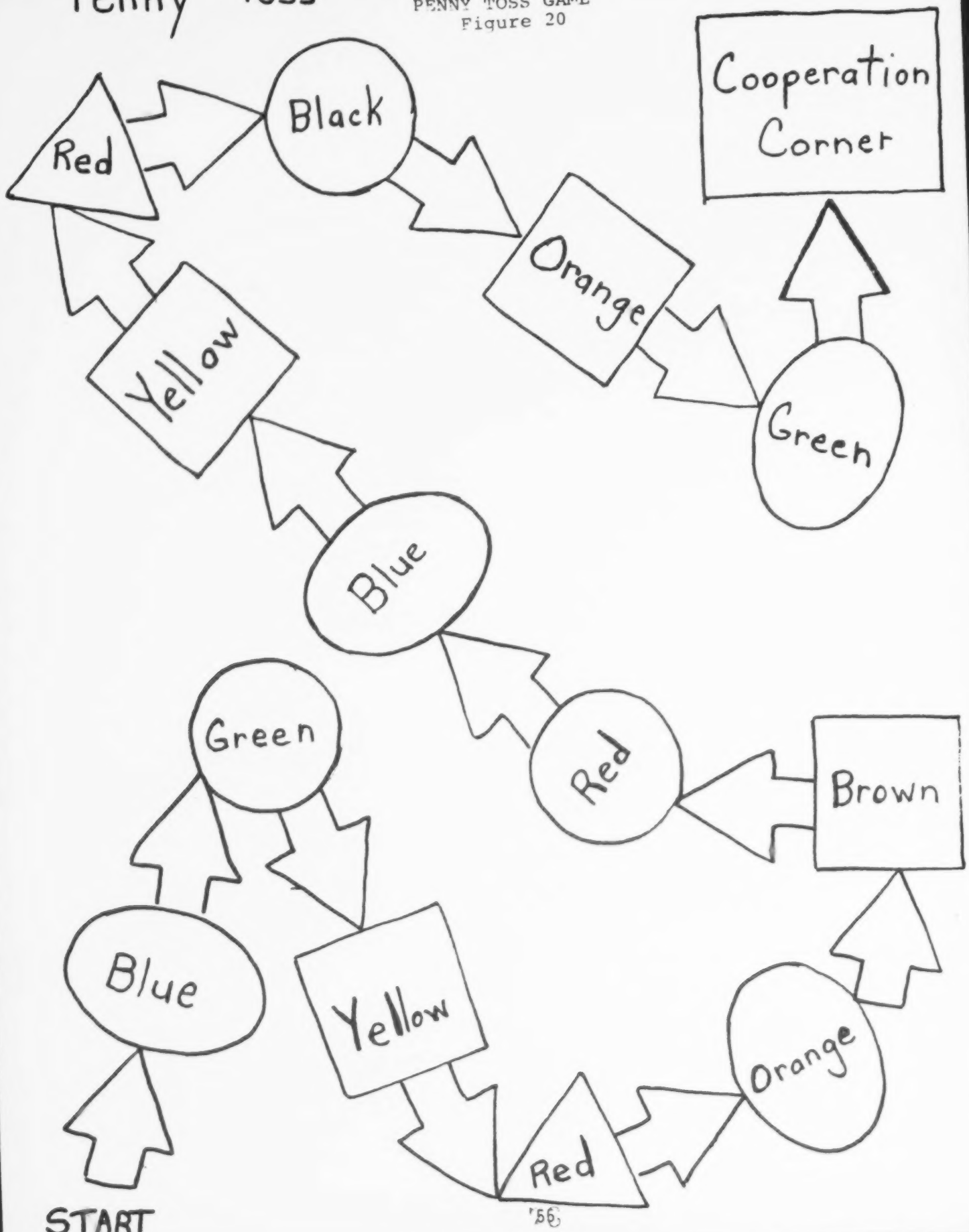
CAN YOU GUESS? GAME
Figure 19

Mailperson

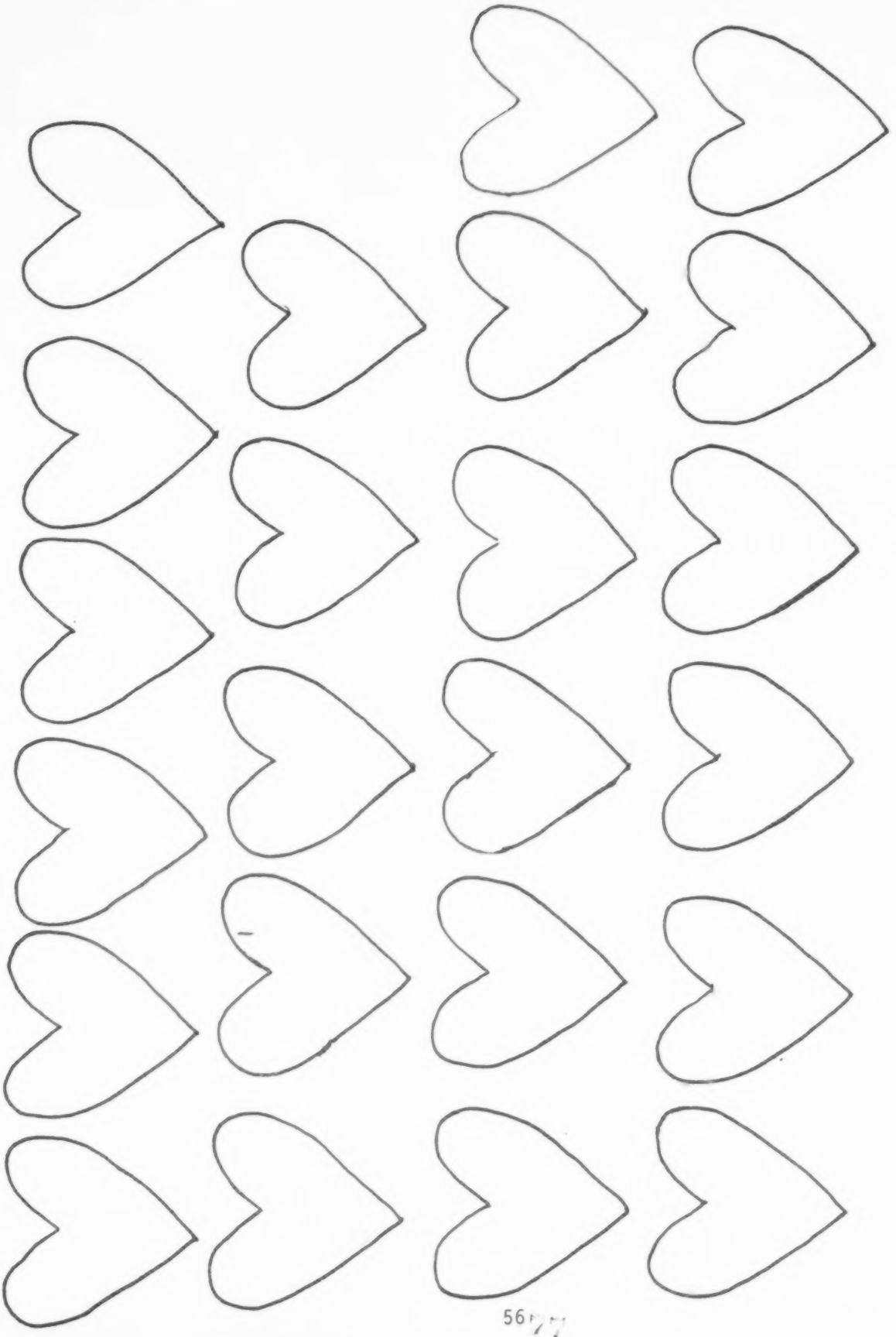
Teacher

Penny loss

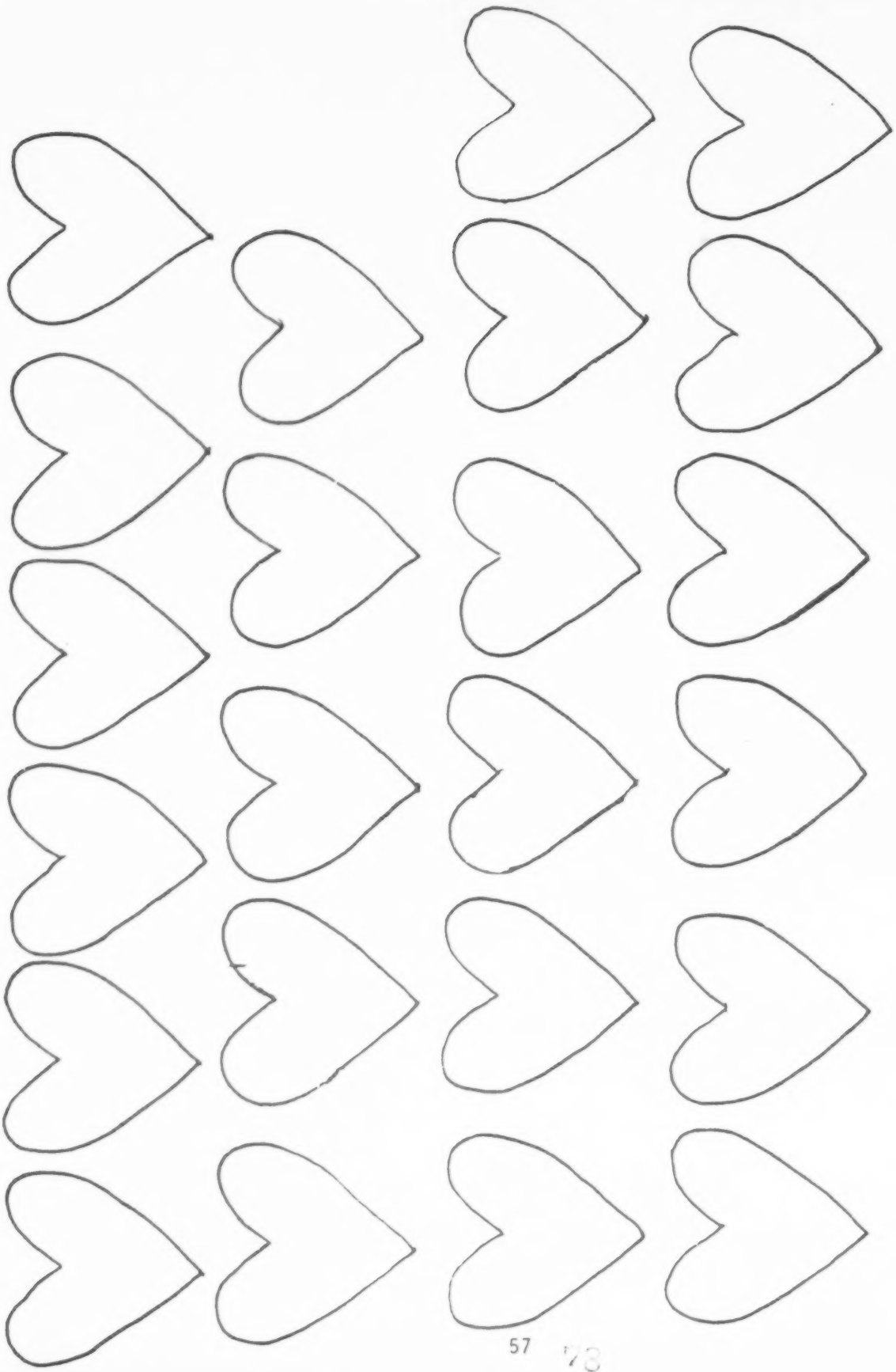
PENNY TOSS GAME
Figure 20



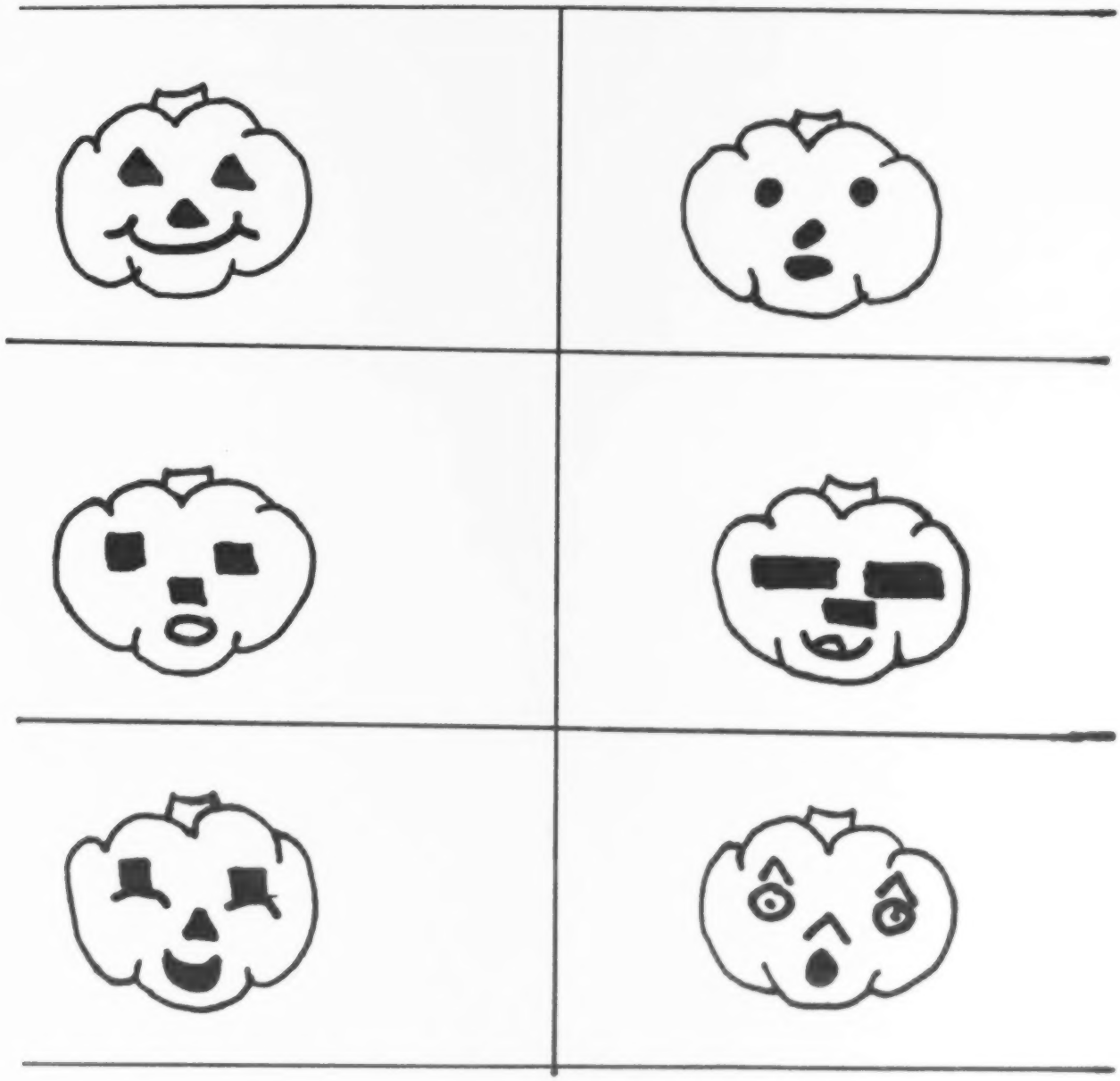
Hearts Pattern Game Board
Figure 21



Hearts Pattern Game Board
Figure 21

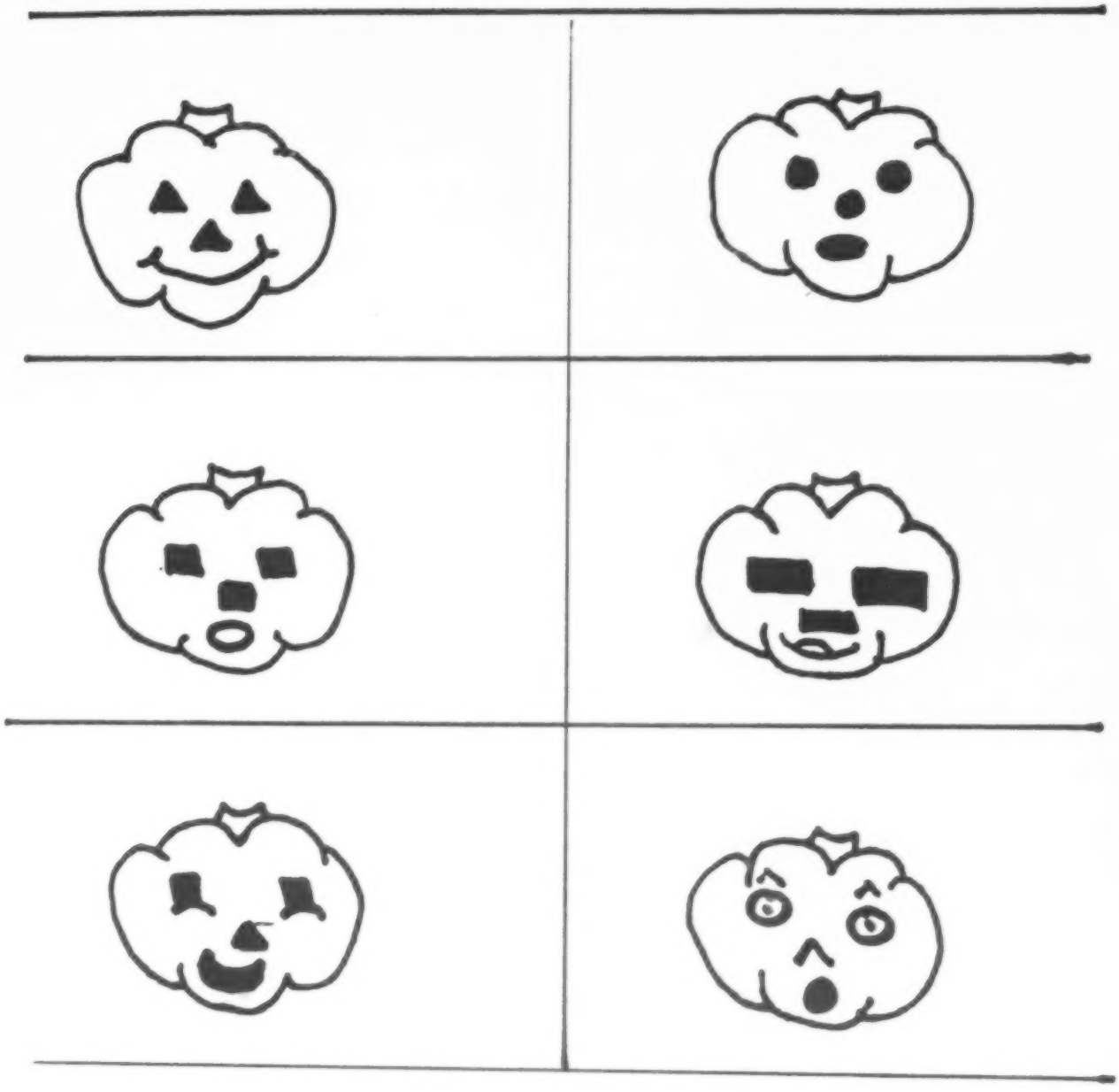


Jack-O-Lantern Match - Game
Figure 22



Jack-O-Lantern Game Cards

Figure 23



Carrot Patch Game Board

Figure 24

Carrots
Figure 25

Addition - Subtraction Game Board
Figure 26

ADDITION - SUBTRACTION BINGO GAME			
2	31	1	7
9	11	17	14
8	4	0	6
3	13	18	12

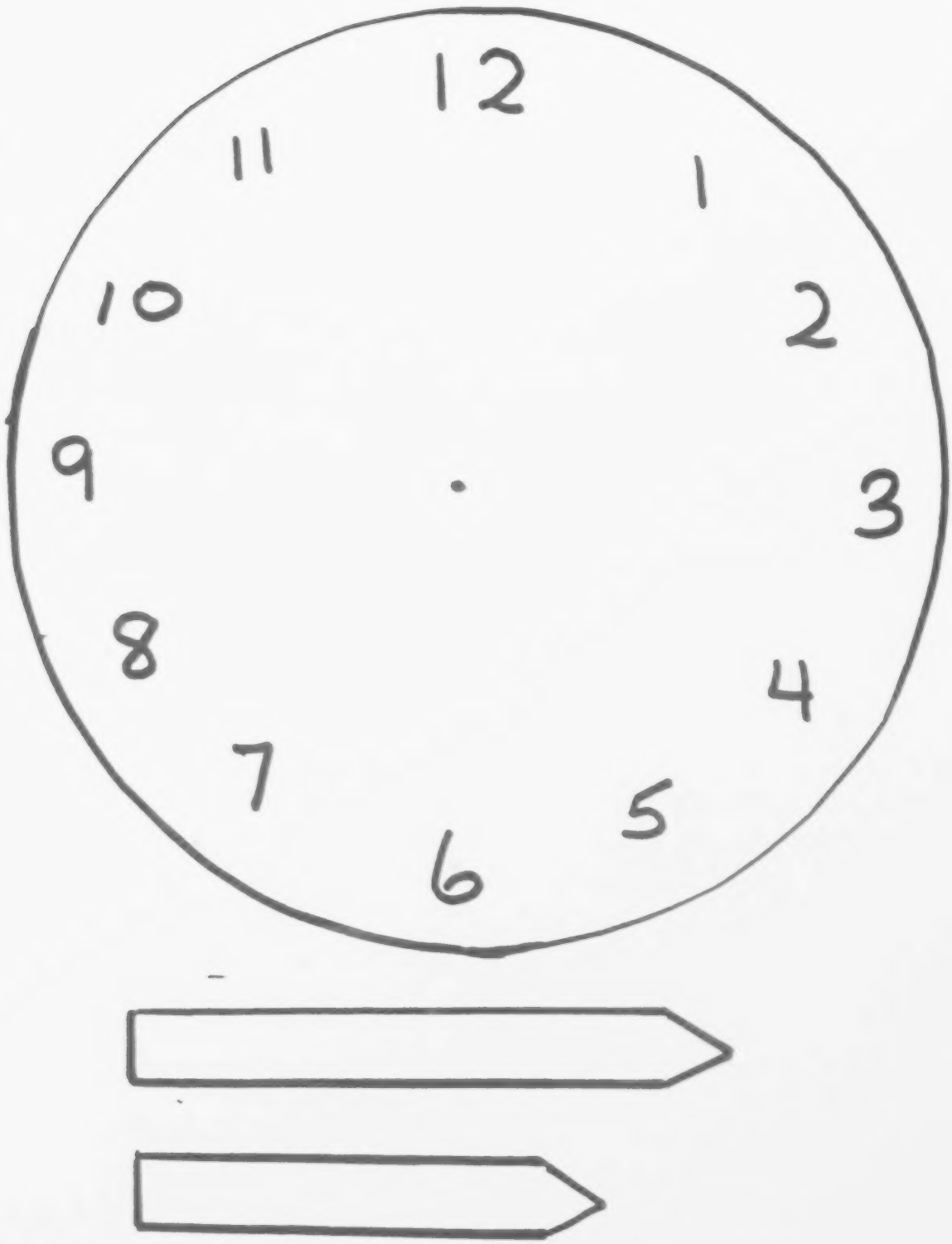
Addition - Subtraction Combination Cards

Figure 28

7 + 5	6 + 8
10 + 3	24 - 7
0 + 3	5 - 4
5 + 3	6 - 6
9 + 2	3 - 1
9 + 9	2 + 4
10 - 6	9 - 2
7 + 2	11 + 20

Time Tells Game - Clock

Figure 27



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